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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with students at the elementary and secondary level. The goal of this module is to help participants develop skills in acquiring and using resources, including becoming familiar with an array of human and nonhuman resources; evaluating them; and developing plans for resource usage. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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Becoming Resource Resourceful

U.S. DEPARTMENT OF HEALTH,
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NATIONAL INSTITUTE OF
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Module 50

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

A.I.R.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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Helen L. Mamarchev, and Beverly Pritchett
Center for Personal Empowerment, Inc.

CG014226

March, 1979

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FOREWORD

This module recognizes that the role of helping professionals is emerging as part of a total program rather than an isolated endeavor. Becoming Resource Resourceful is seen as one phase in the development of any comprehensive program. A resource is considered to be any source of information, human or nonhuman. Acquisition and maintenance of resources is a wasted effort without assimilation into a total process of needs assessment, goal setting, program design and implementation, and evaluation for continued growth. This module assumes that the participant's desire to use resources effectively evolves from a commitment to a total program. With this in mind, participants can use this module to acquire specific skills which they can then apply in their own program context.

Module Goal

MODULE GOAL

This module is written for helping professionals in schools (K-12) and agency settings such as guidance counselors, student personnel workers, and agency personnel responsible for acquisition and maintenance of resources. It is also designed for students in preservice education who have had work experience in resource utilization. Students in preservice programs without previous experience should be involved in concurrent field placement or internship programs to make the learning experiences personally relevant.

It is assumed that the organization has made a tentative commitment to developing a new or revised program, and has designated the workshop participant as the coordinator responsible for collection and dissemination of resources. Preservice students will hypothetically assume this role.

The module focuses on helping participants develop skills in acquiring and using resources for initiating, developing, or improving programs in their work settings. This includes becoming familiar with an array of human and nonhuman resources, evaluating them, and developing an action plan for use of at least one resource.

MODULE OBJECTIVES

When you have completed this module, you will be able to use the Resource Implementation Model (RIM) to acquire and use resources in your setting. Specifically, you will be able to:

1. State three characteristics of each of four (or more) nonhuman resources.

2. Develop a strategy for a manual search of an educational data base as shown by successful completion of the Data Base Comprehension Check.

3. Retrieve information effectively from human resources, as shown by receiving an acceptable role play rating on the Interviewer Rating Sheet.

4. Apply appropriate criteria to evaluate resources as shown by using at least six factors from a specified master list.

5. Develop a plan for using a resource in your setting, as shown by listing at least three activities in each of the three categories of the Resource Action Plan Guide.

6. Demonstrate increased confidence in your resource resourcefulness, as measured by a positive change in your scores on the Resource Attitudes Pre- and Postassessments.

8

MODULE OUTLINE

Approximate Time	*Activity*	*Objective(s)*
1 hour	Introduction. Explanation of structure and purpose of module. Activity to promote awareness of resource attitudes.	6
2 hours	Introducing the RIM. Activities and text on becoming familiar with an array of resources and practice in using a representative data base.	1, 2, 6
1 hour	Activities and text on using human resources.	3, 6
3/4 hour	Activities and text on evaluating and choosing resources.	4, 6
1 hour	Activities and text on developing an action plan, using first a simulated setting and then a real situation.	5, 6
1/4 hour	Concluding Resource Inventory and Wrapup.	6

I. INTRODUCTION

Imagine that you have been appointed to a newly formed committee called the Career Development Committee. Your job is to work with other professionals to improve the level of career guidance in the schools and the community. Your task will involve students at all levels, as well as various interested adults. The whole thing sounded interesting when you were first appointed, so you didn't mind switching around your crowded schedule to make time for this new task.

But the committee that is supposed to design the program has just finished its first meeting, and you're wondering if it's going to be worth it after all. The meeting started out all right, with everyone agreeing that they'd like to get some more resources in the area of career development. But from that point on it seemed to fall apart. At the end you were ready to leave, feeling that the group had just gone around in circles and not accomplished much.

In the first place, Roger Resource is the chairman. He's the kind of person who has a million ideas for people to talk to and films to look at and references to check. But he doesn't weed out the good ones from the bad. He goes off in six different directions and never really focuses in on how his resources relate to the problem at hand. In the meeting he and Johnny Journal managed to waste quite a bit of time. Johnny seems to have read every counseling periodical that's come out since 1958, and can quote titles and authors at length. But he's so busy telling people about what he's read that he never has time to do anything with his knowledge. He seems to have some good information, really, and so does Roger; but they don't know how to put it to use.

Then there's Patsy Prestige. Her idea is that the only way to accomplish something is to run out and hire an expert, preferably from another state. She's ready to spend the whole of the committee's not-very-large budget on bringing in outside resources, without even looking to see what's locally available.

The other committee member is Eunice Excuse. She's the one who finds something wrong with everyone else's suggestions. This idea takes too much time, that one is too difficult, and of course they're all too expensive. She thinks there's no point in reading any articles because they're all jargon anyway, and there's no point in checking out the film library because all of those resources are bound to be out of date. You find yourself wondering why she bothered to come to the meeting at all.

You left the meeting with nothing decided, convinced that there must be a better way to find and use resources. What's more, you are determined to learn what that is--before the next committee meeting. That "better way" is what this module is about. When you have finished it, you will know what resources are, how to evaluate them, and how to implement them in your setting. Unlike the other people on the committee, you will be resource resourceful.

II. RESOURCE ATTITUDES PREASSESSMENT

Let's go back to those committee members and think about them again. It isn't hard to see what the problems are. Roger knows about a lot of resources, but he isn't able to evaluate their usefulness. Johnny also has a lot of knowledge, but he doesn't know how to implement it. Patsy is simply not familiar with very many resources; she doesn't know how many useful resources can be found cheaply and close to home.

And Eunice's problem is her attitude. She will never be resource resourceful until she stops finding reasons why not, and begins to view the task as not only possible but challenging. Developing a positive attitude is sometimes the hardest part of becoming resource resourceful, but unless you learn to think positively, you are liable to waste all your other knowledge and skills.

Consider Your Own Resource Attitudes

Before going on to the other sections of the module, stop for a minute and consider your own resource attitudes. When you last thought about using resources, were you a Roger or a Eunice?

The following Inventory will help you clarify your own attitudes toward resource resourcefulness. Your facilitator will provide instructions for this activity.

Name________________________________

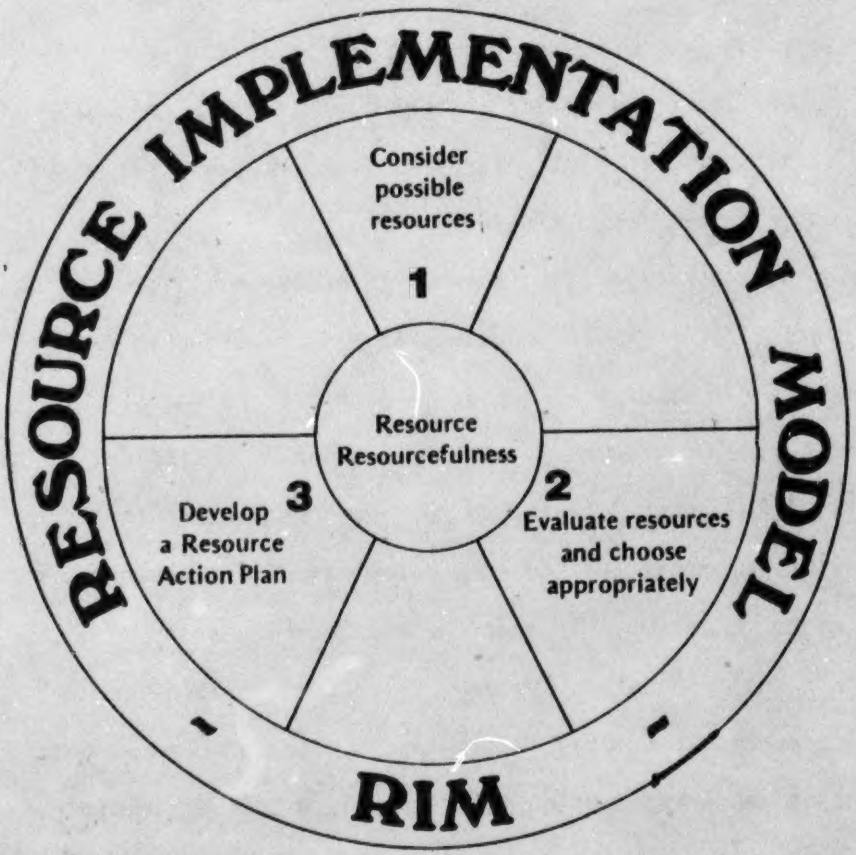
Resource Attitudes Inventory

	strongly agree				strongly disagree
1. I am familiar with a lot of resources; I don't feel I lack resource information.	5	4	3	2	1
2. I feel comfortable about using data bases; they're easy to access.	5	4	3	2	1
3. I feel I know how to make the best use of the human resources in my setting.	5	4	3	2	1
4. I am good at evaluating resources and choosing appropriate ones.	5	4	3	2	1
5. I think you can acquire many useful resources without spending a lot of money.	5	4	3	2	1
6. Once I've acquired a resource, I feel I know how to implement it effectively.	5	4	3	2	1
7. It's easy to adapt resources which don't exactly fit my needs.	5	4	3	2	1
8. When I need a resource, I am confident that I can find what I'm looking for.	5	4	3	2	1
9. When I have a task to complete, I feel that finding an appropriate resource is worth the time and effort.	5	4	3	2	1

The Resource Implementation Model (RIM)

III. THE "RIM"

The secret to resource resourcefulness is being systematic as you consider and evaluate resources. The following three-step Resource Implementation Model (RIM) is a good way to systemize your thinking.


RESOURCE IMPLEMENTATION MODEL
- RIM -
Consider possible resources
1
Resource Resourcefulness
2
Evaluate resources and choose appropriately
3
Develop a Resource Action Plan

1. Consider possible resources available to you.
2. Evaluate your resources and choose an appropriate one.
3. Develop a Resource Action Plan.

The rest of this module will show you how to carry out each step in turn.

Step 1. Becoming Familiar With an Array of Resources

A. Increasing Knowledge of Nonhuman Resources

What is a Resource?

A resource is a source of information--human or nonhuman. Your concern may be only to use the resource to answer a particular question, as when you look in the Dictionary of Occupational Titles to see what a Technical Programer or a Stamp Presser actually does. Or you may want to obtain the resource itself, either for a short time (as when you invite a speaker or rent a film) or permanently (as when you purchase a series of modules on different occupations).

In either case, the first step is to become familiar with as many different resources as you can. In this section, you will have the chance to look at a number of nonhuman resources. (Human resources will be dealt with in Section C.) It's not necessary, like Johnny Journal, to read each book cover to cover. It's important just to know a few basic facts about some categories of resources. Some of these categories are:

Data Bases,

Data bases: These are systems, often computerized, for information retrieval. We have concentrated here on data bases whose information tends to relate to the field of education, such as AIM/ARM or Psychological Abstracts.

Commercial Publishers

Commercial Publishers: Don't think only of books! Many companies offer a variety of materials, including audiovisual aids, charts, kits, transparencies and tapes. A few well-known companies are Chronicle Guidance Publications and Science Research Associates.

Standard References

Standard References: These are the basic tools from which to build a Career Resource Center. Examples are the Dictionary of Occupational Titles and the Occupational Outlook Handbook.

Local, State, National Agencies

Local, state, national agencies: These are often able to provide materials at little or no cost. They frequently have descriptions and documentation of a wide variety of programs. Such agencies include local boards of education, state departments of education, and the National Institute of Education.

Dissemination Systems

Another important category, dissemination systems, includes diffusion networks, research coordinating units, and research and development exchanges. These systems operate on state and national levels, and are often accessible through state departments of education or national clearinghouse networks. This category will not be covered in detail here, but an excellent source of information for this topic is Peterson, Halasz and Bina (1977, pp. 71-108). Publication information is located in the References section of this module.

Acquiring specific information is a never-ending process, because new resources are always appearing. But the information in Appendices A-D will get you started. Don't try to read it all now. The next exercise will help you to become well acquainted with it. Your facilitator will provide the instructions for this activity.

Name______________________________

Resource Comprehension Check

Nobody knows everything about resources. But it's a good idea to be familiar with some of the common ones, so that when you want something you know where to look.

In the last activity, you learned some basic facts about a wide range of resources. This next activity is designed to help you check your comprehension. Listed below are the four categories of nonhuman resources just presented. On the lines after each category, write three of the characteristics you learned about each one which will help you use it more effectively in the future.

1. Data Bases

   Characteristics: a. ______________________________

   ____

   b. ______________________________

   ____

   c. ______________________________

   ____

2. Commercial Publishers

   Characteristics: a. ______________________________

   ____

   b. ______________________________

   ____

   c. ______________________________

   ____

Name______________________________

3. Standard References

Characteristics: a. ____

____

b. ____

____

c. ____

____

4. Local, State, and National Agencies

Characteristics: a. ____

____

b. ____

____

c. ____

____

B. Using a Representative Data Base

The preceding section provided you with information about data bases and other nonhuman resources. This section of the module will help you learn to use data bases and, specifically, to design a search strategy which will lead you to the information you need. It is important to realize that although many data bases can be searched by computer, their greatest use is by people who do manual (or hand) searches. You don't have to be a computer expert to use a data base! Computer searching is an attractive feature which can save you time and effort in information gathering, but it uses the same basic search strategy principles as a manual search.

Computer Searching

One typical data base is the ERIC (Educational Resources Information Center) data base, which contains thousands of actual program descriptions, models, or guidelines, often with detailed explanations and evaluations. This would be an excellent source for the Career Development Committee. It would especially appeal to Roger and Johnny, who like lots of resources!

ERIC

Most ERIC documents are available on microfiche, which are small pieces of microfilm, each containing up to 98 photographed printed pages. But don't panic! If you don't have a microfiche reader in your setting or you don't have time to do all your reading in one visit to an ERIC collection, you can still use the ERIC system. Many libraries or media centers have reader/printers which enable you to make paper copies of important pages directly from the microfiche. Most ERIC

Microfiche

documents can also be obtained in two forms: microfiche or paper copy. Ordering information is available at your ERIC microfiche collection.

Let's see what the committee might do if they decide to visit an ERIC collection. First, they will have to design a manual search strategy for their topic. The method for carrying out such a search strategy is presented on the following pages.

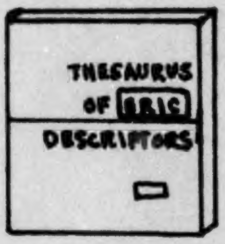
1. State your search question.

   Write down the main headings or ideas of what you are looking for to help clarify your thoughts. This statement should be short, but as specific as possible.

   Example: Ideas or models for planning and designing a career development program involving the school and community.

2. Locate the Thesaurus of ERIC Descriptors.

   This is an index containing all of the indexing terms (descriptors) used in the ERIC system.



3. Using the descriptors listed in the Thesaurus, you should attempt to identify at least two descriptors that will be helpful to you in searching for materials about your topic.

   Example 1: Career Education

   (Find this descriptor on the following sample page from the Thesaurus.)

Sample Page from Thesaurus

NT = Narrower Term
BT = Broader Term
RT = Related Term
UF = Used For
SN = Scope Note (a brief definition telling how the term is used)

For more information, see pp. xxi-xxiv in the Thesaurus.

Capitalism

CAPITALISM Oct. 1974
CIJE: 19 RIE: 13
BT Social Systems
RT Communism
Democracy
Economics
Government (Administrative Body)
Imperialism
Political Science
Socialism
United States History

CAPITALIZATION (ALPHABETIC) Jul. 1966
CIJE: 4 RIE: 14
RT Composition Skills (Literary)
Punctuation
Sentence Structure
Spelling
Writing Skills

CAPITAL OUTLAY (FOR FIXED ASSETS) Jul. 1966
CIJE: 29 RIE: 114
BT Costs
RT Capital
Educational Finance
Organization Size (Groups)

CAPTIONS Dec. 1974
CIJE: 7 RIE: 3
SN Explanatory comments or designations accompanying pictorial illustrations, usually as underlines or overlines
UF Cutlines
RT Cartoons
Films
Illustrations
Journalism
Layout (Publications)
Newspapers
Photographs

CARDIAC (PERSON) Jul. 1966
CIJE: 29 RIE: 6
BT Physically Handicapped
RT Handicapped
Health
Physical Characteristics
Physical Development

CARDIOVASCULAR SYSTEM Jun. 1969
CIJE: 71 RIE: 31
UF Circulatory System
Vascular System
RT Anatomy
Blood Circulation
Heart Rate
Human Body
Hypertension
Physiology
Zoology

CAREER AWARENESS Feb. 1975
CIJE: 88 RIE: 629
SN Appreciation for and understanding of the variety of types of careers – often refers to the initial phase of career education appropriate to the elementary school
UF Occupational Awareness
Vocational Awareness
BT Vocational Development
RT Career Choice
Career Education
Career Planning
Careers
Occupations

CAREER CHANGE Jan. 1969
CIJE: 96 RIE: 121
UF Employment Change
Job Change
Vocational Change
Work Change
BT Vocational Development
RT Career Choice
Career Opportunities
Career Planning
Careers
Employment Opportunities
Job Satisfaction
Job Search Methods
Labor Turnover
Occupational Choice
Occupational Mobility
Promotion (Occupational)
Vocational Adjustment

CAREER CHOICE Jul. 1966
CIJE: 661 RIE: 808
BT Selection
RT Aspiration
Career Awareness
Career Change
Career Education
Career Exploration
Career Planning
Careers
Employment Opportunities
Occupational Aspiration
Occupational Choice
Occupations
Personal Interests
Vocational Interests
Vocational Maturity

Career Development
USE VOCATIONAL DEVELOPMENT

CAREER EDUCATION Oct. 1971
CIJE: 1,286 RIE: 3,237
SN A comprehensive educational program that focuses on individual career development, beginning with grade 1 or earlier and continuing through the adult years
BT Education
RT Aerospace Education
Career Awareness
Career Choice
Career Exploration
Career Planning
Careers
Occupational Guidance
Occupations
Technical Education
Vocational Development
Vocational Education

CAREER EXPLORATION Sep. 1975
CIJE: 60 RIE: 316
SN Investigating occupational interest areas often through real or simulated job experience – frequently refers to the second phase of career education appropriate for grades 6 through 10
UF Occupational Exploration
BT Vocational Development
RT Career Choice
Career Education
Career Planning
Careers
Occupational Choice
Occupations
Vocational Interests
Vocational Maturity

CAREER LADDERS May 197
CIJE: 79 RIE: 203
SN Hierarchy of occupation progression, with trainin from entry level position t higher levels in the sam occupation
UF Job Ladders
BT Occupational Mobility
RT Adult Vocational Educatio
Entry Workers
Inservice Education
Manpower Development
Promotion (Occupational)
Training

Career Objectives
USE OCCUPATIONAL CHOICE

CAREER OPPORTUNITIES Jul. 196
CIJE: 424 RIE: 613
BT Opportunities
RT Career Change
Career Planning
Careers
Demand Occupations
Employment Counselors
Employment Opportunities
Job Search Methods
Recruitment
Vocational Development

Career Orientation
USE CAREER PLANNING

CAREER PLANNING Jul. 1966
CIJE: 739 RIE: 1,179
UF Career Orientation
BT Planning
RT Career Awareness
Career Change
Career Choice
Career Education
Career Exploration
Career Opportunities
Careers
Goal Orientation
Guidance
Job Search Methods
Occupational Choice
Vocational Counseling
Vocational Development

CAREERS Jul. 1966
CIJE: 166 RIE: 234
NT Science Careers
BT Occupations
RT Career Awareness
Career Change
Career Choice
Career Education
Career Exploration
Career Opportunities
Career Planning
Employment

CARICATURES Jul. 1970
CIJE: 7 RIE: 3
BT Art Expression
Characterization
RT Comics (Publications)
Creative Art
Essays
Parody
Poetry
Prose
Satire
Short Stories

USE CARPETING

CARRELS Jul. 1966
CIJE: 27 RIE: 28
BT Library Equipment
Library Facilities
Study Facilities

CARTOONS Jul. 1966
CIJE: 75 RIE: 67
BT Audiovisual Aids
RT Animation
Captions
Childrens Television
Color Presentation
Comics (Publications)
Films
Film Study
Freehand Drawing
Illustrations

CASE (GRAMMAR) May 1969
CIJE: 146 RIE: 55
BT Linguistic Theory
RT Form Classes (Languages)
Grammar
Language Patterns
Language Universals
Syntax

CASE RECORDS Jul. 1966
CIJE: 60 RIE: 61
NT Medical Case Histories
BT Records (Forms)
RT Case Studies
Case Studies (Education)
Confidential Records
Data Collection
Student Records

CASE STUDIES Apr. 1970
CIJE: 757 RIE: 955
NT Case Studies (Education)
Cross Sectional Studies
Facility Case Studies
Longitudinal Studies
BT Evaluation Methods
Research
RT Case Records
Clinics
Counseling

Example 2: Career Development: Use Vocational Development (Look on the following sample Thesaurus page to find this descriptor. You will note that this term is not an official descriptor in the ERIC system and that another term must be used instead. The correct descriptor for example 2 is Vocational Development.)

Sample Page from Thesaurus

CAPITALISM Oct. 1974
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BT Social Systems
RT Communism
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Economics
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SN Appreciation for and understanding of the variety of types of careers – often refers to the initial phase of career education appropriate to the elementary school
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Technical Education
Vocational Development
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BT Occupational Mobility
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Entry Workers
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Manpower Development
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Vocational Counseling
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Career Exploration
Career Opportunities
Career Planning
Employment

CARICATURES Jul. 1970
CIJE: 7 RIE: 3
BT Art Expression
Characterization
RT Comics (Publications)
Creative Art
Essays
Parody
Poetry
Prose
Satire
Short Stories

CARPENTERS Feb. 1969
CIJE: 10 RIE: 37
BT Skilled Workers
RT Building Trades
Cabinetmaking
Trade And Industrial Education
Woodworking

CARPETING Aug. 1968
CIJE: 50 RIE: 41
UF Carpets
BT Architectural Elements
Equipment
RT Building Materials
Flooring
Maintenance
Physical Design Needs
Psychological Design Needs

Carpet Layers
USE FLOOR LAYERS

Carpets
USE CARPETING

CARRELS Jul. 1966
CIJE: 27 RIE: 28
BT Library Equipment
Library Facilities
Study Facilities

CARTOONS Jul. 1966
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BT Audiovisual Aids
RT Animation
Captions
Childrens Television
Color Presentation
Comics (Publications)
Films
Film Study
Freehand Drawing
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Syntax

CASE RECORDS Jul. 1966
CIJE: 60 RIE: 61
NT Medical Case Histories
BT Records (Forms)
RT Case Studies
Case Studies (Education)
Confidential Records
Data Collection
Student Records

CASE STUDIES Apr. 1970
CIJE: 757 RIE: 955
NT Case Studies (Education)
Cross Sectional Studies
Facility Case Studies
Longitudinal Studies
BT Evaluation Methods
Research
RT Case Records
Clinics
Counseling

(Look for the descriptor Vocational Development on the following sample page from the Thesaurus.)

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Sample Page from Thesaurus

VISUALLY HANDICAPPED ORIENTATION Jul. 1966
CIJE: 33 RIE: 40
BT Orientation
RT Blind
Echolocation
Mobility Aids
Space Orientation
Travel Training
Visually Handicapped
Visually Handicapped Mobility

Visual Materials
USE VISUAL AIDS

VISUAL MEASURES Jul. 1966
CIJE: 64 RIE: 92
SN Test items presented in picture form only
UF Non Discursive Measures
Pictorial Tests
BT Tests
RT Perception Tests
Pictorial Stimuli
Prognostic Tests
Projective Tests
Tactual Visual Tests
Visual Aids

Visual Media
USE VISUAL AIDS

VISUAL PERCEPTION Jul. 1966
CIJE: 962 RIE: 587
NT Stereopsis
Vision
Visual Acuity
BT Perception
RT Color
Color Planning
Dimensional Preference
Eyes
Eye Voice Span
Figural Aftereffects
Glare
Illumination Levels
Partially Sighted
Pictorial Stimuli
Sensory Training
Tachistoscopes
Vision Tests
Visualization
Visual Learning
Visual Literacy
Visual Stimuli

Visual Scanners
USE OPTICAL SCANNERS

VISUAL STIMULI Jul. 1966
CIJE: 648 RIE: 325
NT Pictorial Stimuli
BT Stimuli
RT Association Tests
Electrical Stimuli
Tachistoscopes
Verbal Stimuli
Vision
Visual Discrimination
Visual Learning
Visual Literacy
Visual Perception

VOCABULARY Jul. 1966
CIJE: 1,022 RIE: 1,076
UF Terminology
NT Aviation Vocabulary
Banking Vocabulary
Basic Vocabulary
Chemical Nomenclature
Developmental Vocabulary
International Trade Vocabulary
Mathematical Vocabulary
Medical Vocabulary
Sight Vocabulary
Word Lists
RT Adjectives
Adverbs
Definitions
Glossaries
Glottochronology
Language Arts
Lexicology
Linguistic Borrowing
Readability
Reading
Subject Index Terms
Thesauri
Verbs
Vocabulary Development
Vocabulary Skills
Word Frequency

Vocabulary Building
USE VOCABULARY DEVELOPMENT

VOCABULARY DEVELOPMENT Jul. 1966
CIJE: 463 RIE: 668
UF Vocabulary Building
BT Language Development
RT Developmental Vocabulary
Reading Development
Retarded Speech Development
Sight Vocabulary
Verbal Development
Vocabulary

VOCABULARY SKILLS Jul. 1966
CIJE: 85 RIE: 129
BT Language Skills
RT Context Clues
Vocabulary

Vocal Ensembles
USE CHORUSES

VOCAL MUSIC Oct. 1968
CIJE: 82 RIE: 49
SN Musical compositions written for voices, either solo or chorus
NT Art Song
Choral Music
BT Music
RT Choruses
Music Activities
Musical Composition
Music Education
Music Techniques
Opera
Singing

VOCATIONAL ADJUSTMENT Jul. 1966
CIJE: 211 RIE: 389
UF Employment Adjustment
Job Adjustment
Work Adjustment
BT Adjustment (To Environment)
RT Adjustment Problems
Career Change
Emotional Adjustment
Employer Employee Relationship
Job Enrichment
Job Satisfaction
Occupational Mobility
Personal Adjustment
Skill Obsolescence
Social Adjustment
Vocational Counseling
Vocational Education
Vocational Maturity
Vocational Training Centers
Work Attitudes
Work Study Programs

VOCATIONAL AGRICULTURE Jul. 1966
CIJE: 506 RIE: 410
BT Curriculum
RT Agricultural Chemical Occupations
Agricultural Occupations
Agricultural Supply Occupations
Agriculture
Crop Processing Occupations
Farm Occupations
Forestry Aides
Forestry Occupations
Grounds Keepers
Nursery Workers (Horticulture)
Off Farm Agricultural Occupations
School Shops
Supervised Farm Practice
Vocational Agriculture Teachers

VOCATIONAL AGRICULTURE TEACHERS Jul. 1966
CIJE: 253 RIE: 100
BT Vocational Education Teachers
RT Agricultural Education
Vocational Agriculture

VOCATIONAL APTITUDE Aug. 1968
CIJE: 43 RIE: 106
UF Vocational Talents
BT Aptitude
RT Academic Aptitude
Employment Qualifications
Performance
Talent

Vocational Aspiration
USE OCCUPATIONAL ASPIRATION

Vocational Awareness
USE CAREER AWARENESS

Vocational Change
USE CAREER CHANGE

Vocational Choice
USE OCCUPATIONAL CHOICE

Vocational Competencies
USE JOB SKILLS

VOCATIONAL COUNSELING Jul. 1966
CIJE: 730 RIE: 986
UF Occupational Counseling
BT Counseling
RT Adult Counseling
Career Planning
Job Placement
Occupational Guidance
Occupational Tests
Occupations
Vocational Adjustment
Vocational Development
Vocational Education
Vocational Interests
Vocational Training Centers

VOCATIONAL DEVELOPMENT Jul. 1966
CIJE: 648 RIE: 1,422
UF Career Development
NT Career Awareness
Career Change
Career Exploration
Vocational Maturity
BT Individual Development
RT Career Education
Career Opportunities
Career Planning
Occupational Choice
Occupational Guidance
Occupational Information
Vocational Counseling
Vocational Interests
Vocational Training Centers

VOCATIONAL DIRECTORS Jul. 1966
CIJE: 15 RIE: 89
UF Technical Education Directors
Vocational Education Directors
BT Administrative Personnel

VOCATIONAL EDUCATION Jul. 1966
CIJE: 2,175 RIE: 5,092
SN Formal preparation for an occupation below the baccalaureate degree
UF Occupational Courses
Occupational Training
Vocational Training
NT Adult Vocational Education
Agricultural Education
Business Education
Cooperative Education
Distributive Education
Health Occupations Education
Occupational Home Economics
Prevocational Education
Technical Education
Trade And Industrial Education
BT Education
RT Apprenticeships
Career Education
Commercial Art
Consumer Education
Continuation Education
Cosmetologists
Custodian Training
Engineering Education
Fluid Power Education
Hand Tools
Industrial Arts
Industrial Education
Job Training
Manpower Development
Post Secondary Education
Pretechnology Programs
Project Training Methods
Semiskilled Workers
Service Workers
Skilled Workers
Technical Institutes
Vocational Adjustment
Vocational Counseling
Vocational Education Teachers
Vocational Interests
Vocational Rehabilitation
Vocational Retraining
Vocational Schools
Vocational Training Centers

Vocational Education Directors
USE VOCATIONAL DIRECTORS

4. Locate some copies of the monthly ERIC publication Resources in Education (RIE).

   RIE is published monthly, so it's a good idea to examine more than one issue. This way you're sure of getting the latest information.

Resources in Education
RIE

5. Find the "Subject Index" section in the back of a copy of RIE.
6. Find one of the descriptors you chose in Step 3 in the Subject Index. List the ED number for at least one document you find under that descriptor.

   (Look at the following sample Subject Index page from RIE. Under the descriptor Vocational Development you will see a list of titles. An appropriate title has been selected, and the ED number recorded.)

   Example: ED 143 817

Sample Page from RIE

Subject Index

Methods for Maximizing the Validity of Experiments on Teaching.
ED 144 979

A Study of the Validity of Teacher Evaluations of Students in the Region 14 Education Service Center Cooperative for Migrant Education.
ED 144 739

Values

A Cognitive Decision-Making Approach to Ethics Education: Focus on Public Issues.
ED 144 917

Moral Development and Ethical Decision-Making: Theory and Faddism.
ED 144 868

Values Concepts and Techniques.
ED 144 904//

Values Education. Developments in Classroom Instruction.
ED 144 853//

Work Values of University Students: An Analysis by Ethnic Groups and Sex.
ED 144 849

Values Education

Values Concepts and Techniques.
ED 144 904//

Values Education. Developments in Classroom Instruction.
ED 144 853//

Venereal Diseases

Project Teen Concern: An Implementation Manual for An Educational Program to Prevent Premature Parenthood and Venereal Disease.
ED 143 973

Venereal Disease. Consumer Health Education.
ED 143 815

Ventura Community College District CA

Affirmative Action Policy and Program Manual. [Revised]
ED 144 645

Verbal Ability

Accuracy of Perceived Test-Item Difficulties. Research Report No. 77-3.
ED 144 999

Response Generation Norms for Verbal Analogies.
ED 144 046

Verbal Communication

Family Interaction in Early Adolescence.
ED 143 925

Role Perception and Use of Persuasion Strategies by Children.
ED 143 979

Social Interaction and Creativity in Communication System. Coding Manual.
ED 144 973//

Summary of Studies and Uses of the Social Interaction and Creativity in Communication System (SICCS). Technical Report No. 1.
ED 144 970

Verbal Learning

The Simultaneous Acquisition of Multiple Memories.
ED 144 044

Verbal Stimuli

The Development of a Technical Conceptual Structure for the Concepts Possessed by Selected Quality Control Specialists. Report of a Research Project.
ED 143 793

Verbal Tests

Measuring Sex Role Development: A Comparison of Two Methods.
ED 144 985

Verbs

The IE Middle Voice: A Study in Syntactic Strategy and Syntactic Change.
ED 144 376

Veterans

Adjustment Behaviors, Prior to, During, and After Army Service.
ED 143 922

Video Art

Rhetoric of Art and Technology in Latin America.
ED 144 132

Video Cassette Systems

A Video Handbook for Libraries: A Look at What Milwaukee Has Done.
ED 144 555

Video Equipment

Future Review of CAI and the Coming of Videodisk Technology.
ED 144 526

Video Tape Recordings

Effects of Videotaped Testimony on Information Processing and Decision-Making in Jury Trials. Final Report.
ED 144 140

A Video Handbook for Libraries: A Look at What Milwaukee Has Done.
ED 144 555

Vietnamese

Can Discourse Be Language-Biased: Vietnamese and Non-Vietnamese Performance on 'Biased' Cloze Tests. Occasional Papers on Linguistics, No. 1.
ED 144 407

Violence

An Aesthetic Theory of School Vandalism. Discussion Papers 419.
ED 145 036

Monkey See, Monkey Do.
ED 144 541

Virginia

Alternatives to Contemporary Exploratory Programs. Final Report.
ED 143 880

Certification Regulations for Teachers and Qualifications for Administrative, Supervisory, and Related Instructional Positions.
ED 144 922

Regulations Relative to Certification Endorsements for Principals, Supervisory Personnel, Elementary Teachers, Reading Teachers, Reading Specialists, and Pupil Personnel Certificates.
ED 144 924

Standards for Approval of Teacher Preparation Programs in Virginia.
ED 144 923

Virginia (Roanoke)

A Follow-Up of Former Vocational Students from the Roanoke City Public Schools 1975-76. Final Report.
ED 143 879

Visual Arts

Rhetoric of Art and Technology in Latin America.
ED 144 132

Visual Discrimination

Relations Among Symmetry, Asymmetry, Perceptual Comprehension of Numerals by Kindergarten and First Grade Children.
ED 144 716

Visual Environment

Lighting and the Learning Space. OSSC Bulletin Vol. 21, No. 2.
ED 144 255

Visual Learning

The Effects of the Strength and Number of Visual Mediators in the Learning Process. Final Report.
ED 143 998

Visual Literacy

The Historic Context for Visual Literacy: Walter Smith and Others.
ED 144 027

Visually Handicapped

Development of Prevocational Training for Deaf/Blind.
ED 143 821

Visual Perception

Graphics in Text: A Bibliography. Monograph No. 6.
ED 144 018

Relations Among Symmetry, Asymmetry, Perceptual Comprehension of Numerals by Kindergarten and First Grade Children.
ED 144 716

Vocabulary

Driving in Spanish for American Tourists.
ED 144 367

The Influence of Sentence Type upon Paraphrase Strategy in Children.
ED 144 420

The Lasting Properties of Word-Counts.
ED 144 116//

Lexique Mandinque-Francais (Mandinka-French Lexicon).
ED 144 352

Reverse Dictionary of Modern German.
ED 144 393

A Study of a Compilation and Analysis of Writing Vocabulary in Spanish of Mexican American Children.
ED 144 419

Vocational Aptitude

Armed Services Vocational Aptitude Battery (ASVAB) Correlational Analysis, ASVAB Form 2 Versus ASVAB Form 5. Final Report September 1975-August 1976.
ED 144 996

Development of the Armed Services Vocational Aptitude Battery: Forms 8, 9, and 10. Final Report 19 December 1975-31 January 1977.
ED 145 000

Vocational Counseling

Analyzing Methods. A Procedural Guide for the Method Specialist. Research & Development Series No. 119-G. Career Planning Support System.
ED 143 873

Colloquium Series on Career Education for Handicapped Adolescents. 1977.
ED 143 790

Educational Opportunities in the United States Army.
ED 143 916

A Guide for Counselor Involvement in Pre-Employment and Placement Activities.
ED 143 801

Over Seven Hundred Reliable Sources of Free Career Information for Counselors and Counseling Psychologists.
ED 143 981//

Vocational Development

Analyzing Methods. A Procedural Guide for the Method Specialist. Research & Development Series No. 119-G. Career Planning Support System.
ED 143 873

Career Education through the Church.
ED 143 797

Career Preparation Programs for Potential Agribusinessmen, Agricultural Agency Employees, and Agricultural Instructors. Final Report. July 1, 1976-June 30, 1977.
ED 143 887

Differences between Perceived and Desired Career Planning Services among Students at the State University College at Oswego.
ED 143 969

Education and Career Development: An Empirical Basis for Policy Formulation.
ED 143 789

A Guide for Counselor Involvement in Pre-Employment and Placement Activities.
ED 143 801

Health Occupations. Nursing Assistant.
ED 143 779

Meeting the Educational and Occupational Planning Needs of Adults.
ED 143 885

A Model to Implement Career Education.
ED 143 817

Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress.
ED 143 829

Women and Career Options. Expanding Career Opportunities for Women in Higher Education.
ED 144 440

Vocational Education

Alternatives to Contemporary Exploratory Programs. Final Report.
ED 143 880

Bradford School Study
ED 144 189

California Community College Students: A Brief Profile of Those Enrolled, Particularly in Vocational Education.
ED 144 628

Career Education in the Community College: An Evolving Concept.
ED 144 641

Data Element Dictionary for Vocational Education.
ED 143 842

7. Find the "Document Resumes" section near the front of a copy of RIE. Locate the ED number you chose in Step 6.

   (Look at the following sample Document Resumes page from RIE. The abstract from ED 143 817 is highlighted.

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Sample Page from RIE

programs and centers (ROP/Cs) in California reviewed during 1974-75. (The followup study of the impact of DROVE is the third phase of DROVE, a three-phased, structured, consultant-directed evaluation system designed to improve the effectiveness and efficiency of secondary school district vocational education management systems, and to provide local, State, and Federal decisionmakers with current management information.) Some of the findings presented follow: District directors of vocational education rated 91% of their report recommendations as being reasonable; they also rated 78% of their recommendations as being implemented or in the process of implementation. Fourteen of the 19 district superintendents reported positive change or improvement in their district as the result of DROVE, and 16 of the 19 district vocational education coordinators reported change in their district attributable to DROVE. Recommendations note that DROVE should be continued, as the DROVE process is a vehicle for improvement of vocational education program management and a source of valuable information for State and Federal decisionmakers. Additional information on DROVE is appended to this report. (BL)

ED 143 814 08 CE 012 200
Ryan, Charles W. And Others
Career Education in Higher Education. An Infusion Model.
Maine Univ., Orono. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 77
Grant—300-76-0338
Note—191p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—*Career Education, College Teachers, Curriculum Development, Educational Objectives, Faculty Development, *Fused Curriculum, Higher Education, *Inservice Teacher Education, Instructional Materials, Learning Activities, *Models, *Post Secondary Education, Program Descriptions, Units of Study
Identifiers—Husson College ME, University of Maine

This document was designed to provide a vehicle for educators in postsecondary institutions to (1) develop a philosophical position regarding the career education concept, (2) consider the philosophical implications of career education as related to curriculum reform in institutions of higher education, and (3) develop procedures for relating the content of curriculum to the needs of students enrolled in postsecondary institutions. The major portion of this document is comprised of instructional units which represent faculty and administrative efforts to infuse career education concepts at the postsecondary level, using two schools as examples–University of Maine and Husson College. Sixteen sample units (University of Maine) intended for use in the areas of education and human development and nine sample units (Husson College) intended for use in business education and business administration are included. Each instructional unit includes an introduction, unit goals, unit objectives, learning activities, resources, evaluation, and time constraints, as required by the model used by staff for the production of these units. A separate chapter (10 pages) illustrates the approach developed to train faculty and staff in the philosophy and concepts of career education. (TA)

ED 143 815 CE 012 253
Venereal Disease. Consumer Health Education.
Arkansas Univ., Fayetteville, Cooperative Extension Service.
Spons Agency—Department of Agriculture, Washington, D.C.
Bureau No—B-5.9
Note—24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Education, Community Education, Curriculum Guides, *Disease Control, *Health Education, Hygiene, Parent Education, Preventive Medicine, Program Guides, Resource Materials, Secondary Education, *Venereal Diseases

Designed to be used by health educators when teaching youths and their parents about the control of veneral disease (syphilis and gonorrhea), this booklet includes the following: (1) a two-page teaching plan consisting of objectives for both youths and adults along with notes on subject matter, methods (including titles of films and printed materials), procedure, target audience, resources (persons and materials), and follow-up and evaluation; (2) a brief outline for a youth program about venereal disease (VD) control covering potential audience groups, lecture presentation topics and film, title of a pamphlet to hand out, and suggested evaluation methods; (3) a brief outline for a VD control program for young and middle-aged adults covering potential target groups, presentation topics, and film; (4) suggestions for including VD education with other programs and hints on how to reach youth on the topic of VD; (5) brief descriptions of five recommended films; (6) a listing of recommended printed materials, the name and address of their source, and the intended target audience; (7) fifty questions and answers about VD control; and (8) six pages of content on syphilis and gonorrhea including nature and cause, symptoms, effects, detection methods, treatment, most susceptible persons, preventative measures, and screening and/or treatment contact. (EM)

ED 143 816 CE 012 294
General Business for Economic Awareness. Curriculum Guide.
District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.
Pub Date 77
Note—161p.; Pages 82 and 83 (containing a cross-term puzzle) were copyrighted and therefore removed ; They are not included in the pagination
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Behavioral Objectives, *Business Education, Business Subjects, Consumer Economics, *Consumer Education, Curriculum Guides, *Daily Living Skills, *Learning Activities, Money Management, Secondary Education, Skill Development

Designed to assist secondary teachers of general business courses, this guide suggests student objectives, content, and activities as a point of departure for teaching general business particularly, as it relates to economic awareness. Eleven instructional units are included: Business All Around Us; Finding Information; Career Exploration; Money; Planning and Spending Income; Banking Services; Investment Opportunities; Taxes, Insurance, Filing Information, Citizenship, Legal Relations, and Government Regulations; and Using Communication, Transportation, and Travel. In addition to the specific objectives, related content, and suggested student activities (which are presented in a three-column format), each unit includes overall objectives and a suggested vocabulary. Brief information on job families (or clusters) and a bibliography of audiovisual and other materials are appended. (SH)

ED 143 817 CE 012 321
A Model to Implement Career Education.
Robbinsdale Independent School District 281, Minn.
Note—24p.; For related documents see CE 012 321-323 ; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Career Awareness, *Career Education, Career Exploration, Career Opportunities, Career Planning, Cluster Grouping, *Models, Occupational Choice, *Program Development, *Vocational Development, Vocational Interests

A brief discussion of a school/life model of career development, designed to provide for elimination of curriculum overlap, consistent evolution and integration of the career education concept, and understanding and communication with participating staff, is presented in this document. Eight elements are listed representing the main factors considered in theories of career development and education: (1) Self awareness, (2) educational awareness, (3) career awareness, (4) economic awareness, (5) decisionmaking, (6) competency/skill awareness, (7) employment skills, and (8) attitudes and appreciations. The following four areas designed as "clusters" are also contained as a guide for using the world of work with the eight elements: Community clusters (e.g., business/manufacturing/construction); USOE 15 occupational clusters; subject matter clustering (math, science, social studies, etc.); and personal clustering (emphasizes the individual's capacities, interests, and opportunities). Appendixes comprise the major portion of this manual. "Career Education: A Practical Approach," by C. Helling, is appended to add dimension to the model overview. Additional appendixes include basic tenets of career education, definitions of the eight career education elements, and clustering concept examples. (BL)

ED 143 818 08 CE 012 344
Mason County Career Education, K-Adult. Vol. I. Teacher's Instructional Manual for Early Elementary Education, K-3.
West Virginia State Dept. of Education, Charleston.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Note—285p.; For a related document see CE 012 344-346
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors—*Behavioral Objectives, *Career Awareness, *Career Education, Curriculum, Curriculum Guides, Grade 1, Grade 2, Grade 3, Kindergarten, *Learning Activities, Motivation Techniques, Occupational Clusters, Primary Education, Resource Materials, Teacher Developed Materials
Identifiers—West Virginia, West Virginia (Mason County)

The first of a three-volume set, this career education instructional manual for grades K-3 was developed primarily by teachers. The broad goals of the teaching units are to provide each student with an awareness of the various career fields in the world of work and to instill in each individual the worthiness of work. Based on fifteen occupational clusters, these units are intended as guides or references and not as restricted entities. To aid the teacher in the manual's use, the following topics are discussed before the teaching units are presented: the teacher's function, the objectives, the unit method in presenting occupational information, suggested steps in developing a unit plan, evaluation, and correlation of subject areas. The teaching units are then presented by grade level: two units are included specifically for the early childhood level, eight units for grade 1, eight units for grade 2, and seven units for grade 3. The units follow the same general format by first presenting the instructional objectives, and then the motivational and correlational techniques, descriptions of the activities, predicted outcomes and evaluation strategies, and resources for each unit activity. A compiled list of resources is found at the end of each unit. Other additional information, such as sample field trip permission forms and instructions for specific activities, are included in the last segment of this document. (BM)

ED 143 819 08 CE 012 345
Mason County Career Education, K-Adult. Vol. II. Teacher's Instructional Manual for Upper Elementary Education, 4-6.
West Virginia State Dept. of Education, Charleston.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Note—224p.; For a related document see CE 012 344-346
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Behavioral Objectives, *Career Awareness, *Career Education, Curriculum Guides, Elementary School Curriculum, Grade 4, Grade 5, Grade 6, Intermediate Grades, *Learning Activities, Motivation Techniques, Occupational Clusters, Resource Materials, Teacher Developed Materials
Identifiers—West Virginia, West Virginia (Mason County)

The second of a three-volume set, this career education instructional manual for grades 4-6 was developed primarily by teachers. The broad goals of the teaching units are to provide each student with an awareness of the various career fields in the world of work and to instill in each individual the worthiness of work. Based on fifteen occupational clusters, these units are intended as guides or references and not as restricted entities. To aid the teacher in the manual's use, the following topics are discussed before the teaching units are presented: the teacher's function, the objectives, the unit method in presenting occupational information, suggested steps in developing a unit plan, evaluation, and correlation of subject areas. The teaching units are then presented by grade level: seven units are included specifically for grade 4, six units for grade 5, and five units for grade 6. The units follow the same general format by first presenting the instructional objectives for each

8. Read the resume.

   It provides information about the author, title, date published, and length, and an abstract explaining the document's contents.

   (Look back at the Resume for ED 143 817 on the previous page.)

   As you read the resume, you will note that the document was written by an Independent School District and describes a school/life model of career development.

9. If you want to read the entire document, locate it by ED number in the ERIC microfiche collection.

   Each ERIC document has its own ED number. The microfiche are filed according to this number.

If you want to find other documents, go back to Step 4 and find another ED number.

Other data bases, such as Psychological Abstracts or AIM/ARM, can be searched in a similar fashion. They may use different kinds of Thesauri or descriptors, but the basic procedure is still the same.

The following pages summarize the method for designing a manual search strategy using ERIC materials.

Designing a Manual Search Strategy Using ERIC Materials

1. State your search question. *Ideas or models for planning and designing a Career Development program involving the school and community*

2. Locate the Thesaurus of ERIC descriptors.

3. Using the list of descriptors in the Thesaurus, identify at least two descriptors to use in searching your topic.

Career Education

Vocational Development

4. Locate some copies of the monthly ERIC publication Resources in Education (RIE).

5. Find the "Subject Index" section in the back of a copy of RIE.

6. Find one of the descriptors you chose in Step 3 in the Subject Index. List the ED number for at least one document you found under that descriptor.

ED 143 817

7. Find the "Document Resumes" section near the front of a copy of RIE. Locate the ED number you chose in Step 6.

8. Read the resume. It provides information about the author(s), title, date published, and length, and an abstract explaining the document's contents.

9. If you want to read the entire document, locate it by ED number in the ERIC microfiche collection. If you want to find more documents, go back to Step 4 and find another ED number.

Name______________________________

Data Base Comprehension Check

1. The first thing to do when using a data base is ____.

2. Computer searching and manual searching are similar in the following way: ______________________

3. Indexing terms used in the ERIC system, called descriptors, are found in the ________________________.

4. You should use a minimum of ______ descriptors in searching the ERIC system.

5. Resources in Education (RIE) is published _____ time(s) a year.

6. A resume for each ERIC document is found in ____________________.

7. To make them easy to locate, ERIC documents are filed by ____.

8. A small piece of microfilm containing photographed printed pages is called a ______________________________.

9. ERIC documents can be obtained in two forms: __________________ and ______________________________.

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Number correct: _____/9

C. Using Human Resources

You are now familiar with several nonhuman resources, including computerized data bases, and thus have come a long way toward completing the first step, the "Resource" part, of the RIM. This first step has one more component: human resources.

Human resources are, of course, harder to quantify, because each of you will know individuals from different communities with different sets of qualifications. If you are like Patsy Prestige, you may overlook some very valuable information sources that are close to home. This list should set you thinking about the people you know in a different light.

Outside Experts

Outside experts: These "big name" people may not be near you and may be too expensive for your budget, but there are inexpensive ways to profit from their expertise. Perhaps you can call or write to them, and they can refer you to someone closer to home, or tell you if they have trained someone in your area. Or maybe you can attend a pre- or postconvention workshop they are offering.

Colleagues

Colleagues: Consider the people you have worked with in the past or are working with now. Besides their formal training, think about special experiences they have had such as travel or unusual summer jobs that might be useful to your needs.

Students

Students: Their school projects, extracurricular activities and hobbies may make them very knowledgeable in a particular area. They can be resource people or be a means of alerting you to other resources.

Community Members

Community members: Check on the Chamber of Commerce, service organizations, business associations, public relations departments of companies, distributive education programs and community referral agencies. In addition to groups, think in terms of individuals, such as parents or senior citizens.

Professional Association Members

Professional association members: The state level is a good place to start. Finding a speaker or presenter at this level can often save money. Again, look for pre- and postworkshops tacked onto regular conventions.

But just thinking of good human resources is not enough. Just as you can learn to search a data base or a card catalogue, you can learn to make the best use of a human resource. Of course, each situation is different. But some ideas apply almost any time you use a human resource. Read the following suggestions. (Perhaps you can add some of your own as well.) Then you will have a chance to practice using them.

1. Set up a time in advance to discuss your question. Whether you are asking a student to speak at a meeting or asking a professional to do a 3-day workshop, you need the person's undivided attention. Give him/her a chance to arrange it for you. Ask the person, "When would be a convenient time for us to talk?"

2. Let people know what you plan to discuss. That way they have time to collect ideas and materials before the interview.

3. Arrange time limits and stick to them. If you know you have only 15 minutes, you can try to obtain your information quickly without imposing. If the person can spend an hour with you, you won't need to feel so rushed.

4. Ask for other resources. When people have told you as much as they can, ask for suggestions about other people, books, or items of interest to you. Ask, "Could you suggest some other helpful resources?"

5. Know what you want to find out. Have a few specific questions ready before the interview. Even if informants are expert in their field, they don't know what YOU need to find out until YOU tell them.

Using Human Resources Effectively

6. Know about the person's background. Before the interview, find out about specific areas of expertise--what the person has done, what s/he is interested in--especially as it relates to your needs.

7. Have interviewees suggest topics or questions. They may be able to point out aspects you have not thought of. Ask, "Do you have suggestions or ideas that we might use?"

8. Ask some open-ended questions. If you ask, "Are you in favor of competency-based training programs?" all you will hear is "Yes" or "No." Try instead, "What use have you made of competency-based training programs in your setting?"

9. Pose a hypothetical question. Suggest, "Suppose there were no time constraints..." or "If you were in charge of this situation, what would you do?" This may lead to interesting ideas you would not have thought of otherwise.

10. Ask the interviewee to prioritize. Say, "Which of the ideas we have discussed seem most important or useful?" Then you can compare priorities and discuss the differences.

11. Use a tape recorder or take brief notes. If you do the latter, be sure to fill in more detail immediately after the interview.

12. Conclude by summarizing the main points. This clarifies what has been said. Say, "I believe we have covered these points...."

13. Use the telephone. Many people are reluctant to conduct interviews by phone, but a study carried out by the Survey Research Center does not justify such reluctance. Researchers found that "personal and telephone interviews are comparable" in the amount of information conveyed, except possibly on private or socially undesirable topics. They conclude that, "In view of the lower costs and only slight decreases in response rates, the use of the telephone as an interview method seems a viable alternative to personal interviewing" (Henson, Roth, & Cannell, 1974).

Perhaps the best way to show you why these ideas are important is through a small demonstration. Then you will have a chance to try them out yourself. Your facilitator will provide the instructions for this activity.

Name________________________________

Interviewer Rating Sheet

Put a check in the appropriate column to rate your partner's performance on each of the following items:

Rating Scale

3 = very good

2 = acceptable

1 = needs improvement

	Rating Scale		
	1	2	3
Call in advance and specify topics of interest			
Keep within time limits			
Let interviewee know what you plan to discuss			
Ask for other resources			
Know what you want to find out			
Know about the person's background			
Have the interviewee suggest topics or questions			
Ask open-ended questions			
Pose hypothetical questions			
Ask the interviewee to prioritize			
Use a tape recorder or take notes			
Conclude by summarizing the main points			
Use the telephone (as part of role play)			
Total	____	____	____

Discussion Questions

1. As interviewer, what did you find most difficult? Can you think of ways to make it easier next time?

2. As interviewer, what suggestions or ideas did you find most helpful?

3. What things would you change about the interview you conducted if you had it to do over?

4. As interviewee, what did you find out that will help you next time you interview someone?

Step 2. Evaluating and Choosing Resources

So far you have become a good Roger Resource. You are familiar with quite a few resources, human and nonhuman, which you can use to fill particular needs. But now you are ready to help the committee take the next step: evaluating different resources, comparing their advantages and disadvantages, and selecting ones to help meet your unique needs.

Here is a list of factors which should be considered when judging the worth of resources for your own purposes. Not all of them apply to any one resource. Further, no factor is inherently good or bad. It must be examined within the context of your setting. When evaluating a resource, decide whether each relevant factor is an advantage or a disadvantage. For example, cost is an advantage when a resource is inexpensive or fits into your budget. It is a disadvantage if the resource is expensive and your budget is low.

Factors to Consider in Evaluating Resources

a. accessibility (including time to obtain)
b. cost
c. how current
d. racial, sexual, ethnic, religious, or age perspective
e. grade,reading and/or comprehension level
f. intended audience
g. skill required to use
h. permanence or re-usability
i. equipment needed to use
j. soundness of theoretical base
k. flexibility, adaptability
l. responsiveness to future trends
m. authoritativeness/validity
n. instructional approach

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An easy way to apply these evaluative factors is to make two lists, as shown below.

Advantages	Disadvantages
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

To give you practice in evaluating and choosing resources, let's go back to the committee described earlier. From the way the first meeting went, it sounds as if they could really use some help! In order for you to select resources that will be suitable to the committee's needs, you need to have some more information about their situation. (This information is modeled after a real city in the central part of the country that we will call Midville.)

> This committee's task is to improve the level of career guidance in the Midville schools and community. The members have no particular time constraints, and they have a budget of approximately $800 for next year. Midville, a town of 3,500 residents, is a rural community with quite a bit of truck farming. It also has several good-sized industries: a recreational vehicles manufacturer and a few construction and building materials companies. The population is mostly Caucasian, and the people are strongly religious and fairly conservative. These attitudes affect many town council and School Board policies

> and decisions. The Historical Society and the Chamber of Commerce are two of the many active civic groups. Despite its conservative tendencies, Midville is located in a high-growth area and has an excellent tax base.
>
> There are two elementary schools and a consolidated middle/high school which is already expanding its facilities. The classrooms are modern and well equipped. The existing resource room has a good selection of A-V equipment. About half the senior class is in college preparatory courses; the other half takes classes in homemaking, welding, graphic arts, and other vocational-technical areas.

This vignette provides the background for your consideration of some of the resources that you and others have brought to this workshop. You will evaluate each one in turn, then list them in the order of their suitability for use by Midville's committee. Your facilitator will give you further instructions.

Name______________________________

Resource Evaluation Form

Resource name ____

Advantages	Disadvantages
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Name________________________________

Resource Evaluation Form

Resource name ____

Advantages	Disadvantages
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Name________________________________

Resource Evaluation Form

Resource name ____

Advantages	Disadvantages
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Step 3. Planning for Action

We have come a long way since that first committee meeting. We have shown Patsy Prestige that she can find many useful resources without traveling around the world to do it. Roger Resource has discovered that he can save time and energy by selectively evaluating resources, instead getting turned on to everything in sight. And Eunice has almost run out of excuses; perhaps she is beginning to feel that the task isn't so hopeless after all.

But what about Johnny Journal? We still need to take one more step, and show him how to put to use some of the many resources he is so fond of describing.

Adapting Resources

Sometimes a resource has to be adapted before it can be implemented successfully. For example, in the professional resource library you might find a 3-day modular workshop on just the subject you have in mind--but you have only two inservice days available. Don't put it back on the shelf! By rearranging the time schedule, leaving out some activities, and perhaps shortening others, you can probably tailor it to fit your needs perfectly.

Even when a resource seems ideally suited to your needs, just acquiring it is not enough. Suppose, for instance, that some of the teachers want to learn about small group techniques that can be used in the classroom, and you have found an excellent book on the subject. Don't just tell them about it and leave it in the library. You might take a few minutes at a faculty meeting to share some ideas in the book and lend it to someone who shows interest. Or, arrange a small consultation session with interested teachers and make them aware of some techniques they might try. Or enter the classroom of an interested teacher and demonstrate some of the ideas.

Whether you adapt a resource or implement it "as is," you need to consider briefly just what the use of your particular choice will entail in staff time, facilities, student time, orientation, and a host of other possible considerations.

Completing Your Action Plan

In filling out your Resource Action Plan Guide, consider technical details (like signing up for the auditorium and finding a projector that works) as well as larger issues (like getting administrative support and funding if necessary). For practice, use the form on the following page to help the Career Development Committee implement some resources you selected for them in the previous exercise. Your facilitator will provide the instructions for the activity.

Resource Action Plan Guide

Who will be responsible?	What will be done?	By when?
1.		
2.		
3.		
4.		
5.		

IV. CUSTOMIZING THE "RIM" (SUMMARY AND APPLICATION)

Using the example of the unresourceful Career Development Committee, you have now worked through all three steps of the RIM. You have examined a large number of resources, both human and nonhuman, and acquired specific skills in using some of them. You have evaluated different resources and practiced choosing ones appropriate to a particular setting. And you have made a sample action plan. Hopefully many of your feelings of uncertainty have been resolved in the process, and you are beginning to think of yourself as one who can be truly resource resourceful.

The real test comes, of course, when you begin to apply what you have learned in your own setting. And now's the time to give it a try. Your final exercise will be to "customize" the RIM--to work through all the steps using a situation from your own experience--one that you can really deal with when you return home.

Begin by clarifying in your mind a problem or area of need for which you require resources. Write it here: ______________________________

____

____

Now, back to the three steps of the RIM.

1. Consider available resources.

You should now have a number of options to choose from. Select three that seem potentially useful and write them below:

1. ____
2. ____
3. ____

__2. Evaluate your resources and choose appropriate one(s)__.

If you need to, look back to page 35 to refresh your memory about the list of evaluative criteria. Then turn back to this page and use the following forms to evaluate your choices.

Name ______________________________

Resource Evaluation Form

Resource name ____

Advantages	Disadvantages
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Name______________________________

Resource Evaluation Form

Resource name ____

Advantages	Disadvantages
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Name________________________________

Resource Evaluation Form

Resource name ____

Advantages	Disadvantages
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

3. Develop a Resource Action Plan.

You've already done this once for practice. This time it's the real thing! Choose one resource that seems useful and use the following form to plan your implementation strategy.

Resource Action Plan Guide

Who will be responsible?	What will be done?	By when?
1.		
2.		
3.		
4.		
5.		

V. RESOURCE ATTITUDES POSTASSESSMENT

Remember Eunice Excuse? We said earlier that she, of all the Committee members, might have the most difficulty becoming resource resourceful because having a negative attitude becomes a habit that is very difficult to change. But now even Eunice is coming around. She has seen that resource use can be quick, easy, inexpensive, and effective--and her objections seem to be melting away.

Have Your Resource Attitudes Changed?

This module is based on the idea that as you acquire more knowledge and skills in using resources, your attitudes about them become increasingly positive. Perhaps this has been true for you. On the next page is a copy of the same Resource Attitudes Inventory that you used at the beginning of the module. Please fill it out again to reflect your present attitudes.

Name________________________________

Resource Attitudes Inventory

	strongly agree				strongly disagree
1. I am familiar with a lot of resources; I don't feel I lack resource information.	5	4	3	2	1
2. I feel comfortable about using data bases; they're easy to access.	5	4	3	2	1
3. I feel I know how to make the best use of the human resources in my setting.	5	4	3	2	1
4. I am good at evaluating resources and choosing appropriate ones.	5	4	3	2	1
5. I think you can acquire many useful resources without spending a lot of money.	5	4	3	2	1
6. Once I've acquired a resource, I feel I know how to implement it effectively.	5	4	3	2	1
7. It's easy to adapt resources which don't exactly fit my needs.	5	4	3	2	1
8. When I need a resource, I am confident that I can find what I'm looking for.	5	4	3	2	1
9. When I have a task to complete, I feel that finding an appropriate resource is worth the time and effort.	5	4	3	2	1

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Magoon, T. Developing skills for solving educational and vocational problems. In J. D. Krumboltz & C. E. Thoresen (Eds.), Behavioral counseling: Cases and techniques. New York: Holt, Rinehart, & Winston, 1969.

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Ritch, R. W. Guidance workshop manual: Career information centers. (ERIC Document Reproduction Service No. ED 129 994)

Splaver, S. Nontraditional careers for women. New York: Julian Messner, 1973.

Sullivan, R. E. Career resource center: A handbook for implementation. New Brunswick, NJ: Rutgers University, 1975. (ERIC Document Reproduction Service No. ED 112 213).

Tiedeman, D. V., Schreiber, M., & Wessell, T. R., Jr. Key resources in career education: An annotated guide. DeKalb, IL: ERIC Clearinghouse in Career Education, 1976.

Walz, G. R., Benjamin, L., Mamarchev, H. L., Jensen, M. P., & Hrinik, W. D. Career guidance in-service training workshop. Ann Arbor, MI: Center for Personal Empowerment, 1977.

Wysong, H. E. Career education program. Boston: Houghton-Mifflin, 1973.

Appendices

APPENDIX A: DATA BASES

Characteristics:

Cost: manual searches free to user; computer searches variable in cost

Kind of products: may include books, journals, government documents, unpublished manuscripts, research projects; microfiche and/or paper copies

Mailing list: periodic lists of publications and services available from many vendors and information centers

Availability: usually located in libraries or media centers; some accessed by phone; some computer searches requested and received by mail

How current: continuous addition of information

Distinctive features: amount and variety of information

The following data bases have been selected as the ones most relevant to counselors and educators.

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ACRONYM: AIM/ARM

NAME OF DATA BASE: AIM/ARM (ABSTRACTS OF INSTRUCTIONAL MATERIALS/ABSTRACTS OF RESEARCH MATERIALS)

MAJOR AREAS(S) VOCATIONAL AND TECHNICAL EDUCATION

SUBJECTS COVERED: A wide range of topics in vocational and technical education, including such subfields as: Agricultural education, business and office education, consumer education, distributive education, health occupations education, home economics education, industrial arts education, manpower economics, occupational guidance, occupational rehabilitation, trade and industrial education.

SIZE OF DATA BASE: 17,500

DATE ESTABLISHED: 1967 (Ceased adding new information in December 1976)

PUBLICATIONS/ PRINT JOURNALS: AIM/ARM (1966-1976)
Resources in Vocational Education (1977 -)

UPDATE FREQUENCY: Bimonthly

THESAURUS/ SEARCH AIDS: Uses ERIC Thesaurus

TYPES OF SOURCE DOCUMENTS: Instructional materials developed by local school districts, state depts., of ed., curriculum development laboratories, and industrial organizations, research from USOE, Dept. of Labor, Office of Econ. Opp., private foundations, etc.

FORMS OF RETRIEVABLE INFORMATION:

DOCUMENT COPIES AVAILABLE: Only documents listed in ERIC as available from EDRS

REMARKS: Beginning in 1977, with Volume 10, the AIM/ARM pub. became Resources in Vocational Education (RIVE). This bimonthly publication reports on instructional and research materials currently in use and under development.

INFORMATION CONTACT:
Kathleen Jezierski
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

DATE VERIFIED: September 20, 1977

SYSTEMS/VENDORS: DIALOG (Lockheed)

CONDITIONS: Searches available through vendor.

ACRONYM: CEC

NAME OF DATA BASE: EXCEPTIONAL CHILD EDUCATION RESOURCES (FORMERLY EXCEPTIONAL CHILD EDUCATION ABSTRACTS)

MAJOR AREAS(S) HANDICAPPED/GIFTED EDUCATION

SUBJECTS COVERED: Comprehensive database concerned with the education of handicapped and gifted children. Other aspects of handicapped/gifted education, e.g. child abuse, bilingual, culturally different, and adults (when applicable).

SIZE OF DATA BASE: 25,000

DATE ESTABLISHED: 1966

PUBLICATIONS/ PRINT JOURNALS: Exceptional Child Education Resources
Vol. 1-8: Exceptional Child Education Abstracts

UPDATE FREQUENCY: Eight times a year, 450-500 citations each time. (Online database updated four times a year.)

THESAURUS/ SEARCH AIDS: Uses ERIC Thesaurus

TYPES OF SOURCE DOCUMENTS: Books, monographs, literature guides, legislative documents, journal articles, manuals, newsletters, research/conference reports, professional non-print media, dissertations, including copyright materials.

FORMS OF RETRIEVABLE INFORMATION: Topical bibliographies with abstracts on selected areas.

DOCUMENT COPIES AVAILABLE: About 25% of the materials are also in ERIE's RIE. These can be purchased from the ERIC Documents Reproduction Service.

REMARKS: CEC is a valuable supplement to the ERIC database since only about one-half of the CEC citations are duplicated in ERIC and since they abstract copyright materials.

INFORMATION CONTACT:
Lynn Smarte
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Call toll free (800) 336-3728 continental U.S. only. Virginia residents call collect: (703) 620-3660

DATE VERIFIED: September 15, 1977

SYSTEMS/VENDORS: DIALOG (Lockheed)

CONDITIONS:

ACRONYM: ERIC

NAME OF DATA BASE: EDUCATIONAL RESOURCES INFORMATION CENTER

MAJOR AREAS(S) EDUCATION

SUBJECTS COVERED: Education in its broadest sense, including: Career education, counseling and personnel services, urban, early childhood education educational management, handicapped and gifted children, higher education, information resources, junior colleges, languages and linguistics, reading and communication skills, rural education, science/mathematics/environment, social sciences, teacher education tests/measurement/evaluation.

SIZE OF DATA BASE: 295,000 (140,000 in RIE; 155,000 in CIJE)

DATE ESTABLISHED: 1966

PUBLICATIONS/ PRINT JOURNALS: Current Index to Journals in Education (CIJE), which indexes more than 700 publications.
Resource in Education (RIE), formerly Research in Education, which identifies most significant research reports, projects, etc.

UPDATE FREQUENCY: Monthly

THESAURUS/ SEARCH AIDS: Printed Thesaurus of ERIC Descriptors is available in libraries and resource centers. The Thesaurus is available in more expanded form online.

TYPES OF SOURCE DOCUMENTS: Research reports, evaluation studies, curriculum guides, bibliographies, course descriptions, journal articles, pamphlets, and other "fugitive" materials.

FORMS OF RETRIEVABLE INFORMATION: Microfiche copies of documents, except for journal articles, are available in over 550 locations throughout the United States. Most are open to the general public.

DOCUMENT COPIES AVAILABLE: Most of the materials, except for journal articles, can be purchased in paper copy or microfiche from the ERIC Documents Reproduction Service.

REMARKS: ERIC is funded by the National Institute of Education. There are 16 clearinghouses, which collect and abstract the materials located throughout the United States. A list of current clearinghouses can be found on the inside front cover of CIJE and the inside back cover of RIE.

INFORMATION CONTACT: Contact appropriate ERIC Clearinghouse or:

Charles Hoover
National Institute of Education
Office of Dissemination & Resources
Washington, D.C. 20208
(202) 254-5555

DATE VERIFIED: September 20, 1977

SYSTEMS/VENDORS: DIALOG (Lockheed), BRS, ORBIT (SDC)

CONDITIONS: Services are provided on a subscription basis for computer searches. Manual searches are available in many libraries of higher education institutions, state education departments, etc.

ACRONYM: IRIS-IRAS

NAME OF DATA BASE: THE INTERAGENCY RESEARCH INFORMATION SYSTEM/THE INFORMATION RETRIEVAL AND ANALYSIS SYSTEM

MAJOR AREAS(S) RESEARCH ON EARLY CHILDHOOD AND ADOLESCENCE.

SUBJECTS COVERED: Information on the full gamut of current research projects on children and youth which have been funded by member Federal agencies. Includes substantial data pertaining to target groups and demographically defined populations, and services with a major emphasis on children.

SIZE OF DATA BASE: Not available

DATE ESTABLISHED: 1974

PUBLICATIONS/ PRINT JOURNALS: Classification of Federally Funded Research in Early Childhood and Adolescence - Fy 1976
Accompanying User's Manual; describes codes in the system
Publications lists, Annual reports.

UPDATE FREQUENCY: Yearly

THESAURUS/ SEARCH AIDS: Classification publication and manual cited above.

TYPES OF SOURCE DOCUMENTS: Annual reports and end products of data collection from research funded by member agencies.

FORMS OF RETRIEVABLE INFORMATION: Print-outs of computer retrieved abstracts of the research reports.

DOCUMENT COPIES AVAILABLE: Xeroxed copies of research reports and products available at cost of xeroxing.

REMARKS: Information is computerized but not directly accessible to user. User may call or write: Requests are translated to code for computer searching. If user is in any way part of the Federal Government, the service and information are free.

INFORMATION CONTACT:
Sharon Mangus
IRIS/IRAS
Social Research Group
The George Washington University
2401 Virginia Avenue, NW
Washington, D. C. 20037
(202) 331-8706

DATE VERIFIED: September 12, 1977

SYSTEMS/VENDORS: NONE

CONDITIONS: Free to those in any part of the Federal Government. At cost to other users.

ACRONYM: IRUC - AAHPER

NAME OF DATA BASE: INFORMATION AND RESEARCH UTILIZATION CENTER IN PHYSICAL EDUCATION AND RECREATION FOR THE HANDICAPPED

MAJOR AREAS(S) HANDICAPPED: HEALTH, PHYSICAL EDUCATION, AND RECREATION

→ **SUBJECTS COVERED:** Publications, unpublished research, and information about health, physical education, health, and recreation for those with any handicaps.

SIZE OF DATA BASE: Not available

DATE ESTABLISHED: 1972

PUBLICATIONS/ PRINT JOURNALS: Information Updates: Brochure describing acquisitions and brief summaries of current literature in the field.

→ **UPDATE FREQUENCY:** Monthly

→ **THESAURUS/ SEARCH AIDS:** None

→ **TYPES OF SOURCE DOCUMENTS:** Over 200 journals, newsletters, current books, conference reports and papers, procedings, research reports, etc.

FORMS OF RETRIEVABLE INFORMATION: Publications and Xerox copies of reports, unpublished materials.

→ **DOCUMENT COPIES AVAILABLE:** Yes

→ **REMARKS:** IRUC is not computerized. Use is not restricted. Users may call or write with requests for referrals or specific information.

INFORMATION CONTACT:
Julien Stein or Liane Summerfield
IRUC-AAHPER
1201 16th St., N.W.
Washington, D.C. 20036
(202) 833-5547

DATE VERIFIED: September 12, 1977

SYSTEMS/VENDORS: None

CONDITIONS: No charge for telephone referrals. Publications at cost, Xerox copies $.10 each.

ACRONYM: NIMIS

NAME OF DATA BASE: NATIONAL INSTRUCTIONAL MATERIALS INFORMATION SYSTEM

MAJOR AREAS(S) SPECIAL EDUCATION MATERIALS

SUBJECTS COVERED: Non-print materials such as kits, films, video and audio cassette filmstrips, games, toys, transparencies, etc. Intended for use in schools and institutions for preschool children to young adults with handicaps in learning, including: Visual, hearing, speech and language impairments, mental retardation, behavior disorders, learning and physical disabilities.

SIZE OF DATA BASE: 35,000

DATE ESTABLISHED: 1974

PUBLICATIONS/ PRINT JOURNALS: Bibliographies disseminated to 1200 local learning resource centers.

UPDATE FREQUENCY: As needed

THESAURUS/ SEARCH AIDS: Instructional Materials Thesaurus for Special Education

TYPES OF SOURCE DOCUMENTS: Descriptions submitted by special offices contracting with the Bureau for Education of the Handicapped (BEH).

FORMS OF RETRIEVABLE INFORMATION: Computer printout with brief explanation of type of material, bibliographic data, and abstract.

DOCUMENT COPIES AVAILABLE: No. Materials identified can be ordered from publishers/ producers or state/local learning centers.

REMARKS: Individuals should contact their SEA for further information about using NIMIS II.

INFORMATION CONTACT:
After January 1, 1978
Art Schaak, Information Officer
NICEM
University of Southern California
University Park
Los Angeles, California 90007

DATE VERIFIED: September 30, 1977

SYSTEMS/VENDORS: None

CONDITIONS:

ACRONYM: PA (PADAT, PASAR, PATELL)

NAME OF DATA BASE: PSYCHOLOGICAL ABSTRACTS

MAJOR AREAS(S) PSYCHOLOGY AND RELATED FIELDS

SUBJECTS COVERED: World's literature in psychology and related areas in the behavioral sciences; applied psychology, cognitive processes, communication and language, cultural influences, developmental psychology, education: Psychology, neurology, physiology, perception, personality, professions in psychology, psychometrics, treatment, animal psychology.

SIZE OF DATA BASE: 300,000 (+)

DATE ESTABLISHED: 1967

PUBLICATIONS/ PRINT JOURNALS: Psychological Abstracts

UPDATE FREQUENCY: Monthly, also cumulative indexes published every six months and three years.

THESAURUS/ SEARCH AIDS: Thesaurus of Psychological Index Terms

TYPES OF SOURCE DOCUMENTS: Over 2,400 domestic and foreign periodicals, journals, reports, monographs, and books.

FORMS OF RETRIEVABLE INFORMATION: Computer printouts; brief and full citations.

DOCUMENT COPIES AVAILABLE: No

REMARKS: Psychological Abstracts Information Service User's Reference Manual is available for $15.00; includes a two year update.

INFORMATION CONTACT:
Marge Wilson, Information Specialist
American Psychological Association
1200 Seventeenth Street, N.W.
Washington, D.C. 20036
(202) 833-7697

DATE VERIFIED: September 14, 1977

SYSTEMS/VENDORS: DIALOG (Lockheed), BRS, and soon to be added: ORBIT (SDC)

CONDITIONS: Through vendors or direct mail service. Will bill organizations.

ACRONYM: SOC. ABSTRACTS

NAME OF DATA BASE: SOCIOLOGICAL ABSTRACTS

MAJOR AREAS(S) SOCIOLOGY, SOCIAL PSYCHOLOGY

SUBJECTS COVERED: World's literature in sociology, Fields covered: Methodology and research technology, history & theory of sociology, social psychology & group interaction, culture & social structure, management & complex organization, social change economic development, mass phenomena & political interactions, social differentiation, rural & urban sociology, sociology of the arts, education, religion, science, health & knowledge, etc.

SIZE OF DATA BASE: 80,000

DATE ESTABLISHED: 1953 (online from 1963)

PUBLICATIONS/ PRINT JOURNALS: Sociological Abstracts

UPDATE FREQUENCY: Five times per year, approximately 200 records added each time. A sixth issue is the cummulative index.

THESAURUS/ SEARCH AIDS: Descriptors listed in User's Manual

TYPES OF SOURCE DOCUMENTS: Approximately 130 core journals abstracted in total, 1200 journals screened. Abstracts of papers presented at sociology meetings. Books abstracted prior to 1972.

FORMS OF RETRIEVABLE INFORMATION: Computer printouts of citations (1963-1972), citations and abstracts (1973-present) from vendor. Direct service can provide abstracts, upon request, prior to 1973.

DOCUMENT COPIES AVAILABLE: Photocopies of some articles available. These are indicated in the source publications section of the annual index.

REMARKS: Searches are available from Soc. Abstracts. A search profile is completed and used to provide estimated costs.

INFORMATION CONTACT:
User Services: Diane Wurzel,
General Information: Leo Chall
Sociological Abstracts, Inc.
P.O. Box 22206
San Diego, California 92122
(714) 565-6603

DATE VERIFIED: September 14, 1977

SYSTEMS/VENDORS: (Lockheed) DIALOG

CONDITIONS: Through vendor or direct mail service.

ACRONYM:	SSCI
NAME OF DATA BASE:	SOCIAL SCISEARCH
MAJOR AREA(S)	SOCIAL SCIENCE

→ **SUBJECTS COVERED:**	Covers every area of the social and behavioral sciences: anthropology, archaeology, area studies, business, finance, communications, health, criminology, demography, economics, education, ethnic groups, geography, history, information, international relations, law, linguistics, management, marketing, philosophy, political science, psychology, psychiatry, sociology, statistics, urban development.
SIZE OF DATA BASE:	400,000 (+)
DATE ESTABLISHED:	1972
PUBLICATIONS/ PRINT JOURNALS:	Social Sciences Citation Index,(SSCI)
→ **UPDATE FREQUENCY:**	Every 4 months
→ **THESAURUS/ SEARCH AIDS:**	Permuterm Subject Index (thesaurus)
→ **TYPES OF SOURCE DOCUMENTS:**	Over 1,200 journals and many monographs.
FORMS OF RETRIEVABLE INFORMATION:	Computer printout; brief or full citations, complete bibliographies available.
→ **DOCUMENT COPIES AVAILABLE:**	Either actual copy from journal or Xerox is available. $3.00 for the first ten pages; $2.00 for additional units of ten.
→ **REMARKS:**	Search manual available free.

INFORMATION CONTACT:	James Hofstaedter, Supervisor of Customer Services 325 Chestnut Street Philadelphia, Pa. 19106 Toll Free: (800) 523-1850
DATE VERIFIED:	September 14, 1977
SYSTEMS/VENDORS:	DIALOG (Lockheed)
CONDITIONS:	Through vendor or direct toll-free telephone.

APPENDIX B: COMMERICAL PUBLISHERS

__Characteristics__:

__Cost__: variable, very few free resources

__Kind of products__: books, films, kits, tapes, filmstrips

__Mailing list__: your name added on request

__Availability__: all products available by mail, some in stores

__How current__: continual production of new resources

__Distinctive features__: often written or compiled by recognized authorities in a particular field

Commercial Publishers

The following companies publish subscription services or series of monographs, pamphlets or books which deal with career information.

Bellman Publishing Co., Box 172, Cambridge, Mass. 02138

B'Nai B'rith Vocational Service, 1640 Rhode Island Ave., N.W., Washington, D.C. 20036

Careers, Largo, Fla. 33540

Chronicle Guidance Publications, Moravia, N.Y. 13118

Finney Company, 3350 Gorham Ave., Minneapolis, Minn. 55426

The Guidance Centre, 371 Bloor St. W., Toronto, Ontario, Canada

Institute for Research, 537 S. Dearborn St., Chicago, Ill., 60605

Julian Messner, 1 West 39th St., New York, N.Y. 10018

Personnel Services, Inc., Box 306, Jaffrey. N.H.

Research Publishing Co., Box 1474, Madison, Wis. 53701

Science Research Associates, Inc., 259 E. Erie, Chicago, Ill. 60611

Vocational Guidance Manuals, 235 East 45th St., New York, N.Y. 10017

Western Personnel Institute, 10th and Dartmouth, Claremont, Calif.

World Trade Academy Press, 50 E. 42nd St., New York, N.Y. 10017

Sound Filmstrips

The following list contains publishers from whom catalogues of sound filmstrips can be requested:

Acoustifone Corp., 8954 Comanche Avenue, Chatsworth, Calif. 91311

Aims Instructional Media Services, Inc., P.O. Box 1010, Hollywood, Calif. 90028

Coronet Instructional Materials, 65 E. South Water Street, Chicago, Ill. 60601

Doubleday Multimedia, Box 11607/1371 Reynolds Avenue, Santa Ana, Calif. 92705

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Educational Dimensions Corp., Great Neck, N.Y.

Educational Productions, 8328 Willow Way, Raytown, Missouri 64138

Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Ill. 60611

Eye Gate House, Inc., Jamaica, N.Y. 11435

Guidance Associates, 41 Washington Avenue, Pleasantville, N.Y. 10570

McGraw-Hill Films, 1221 Avenue of the Americas, New York, N.Y. 10020

Pathescope Educational Films, Inc., 71 Weyman Avenue, New Rochelle, N.Y. 10802

Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, N.J. 07632

Society for Visual Education, Inc. (SVE), 1345 Diversey Parkway, Chicago, Ill. 60614

Westinghouse Learning Corporation, 100 Park Avenue, New York, N.Y. 10017

Films

The list below includes guides that can be purchased as well as publishers that will provide free catalogs.

Aims Instructional Media Services, Inc., P.O. Box 1010, Hollywood, Calif. 90028

American Educational Films, 331 North Maple Drive, Beverly Hills, Calif. 90210

APGA Films, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009
(Project WERC - 12 films)

APGA Publications Sales, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009
NVGA bibliography of current career information, 1973 Edition

BFA Educational Media, 2211 Michigan Ave., Santa Monica, Calif. 90404

Bureau of Health Manpower Education, Office of Information, National Institutes of Health, Bethesda, Maryland 20014
(Health careers film guide)

Coronet Instructional Materials, 65 E. South Water Street,
Chicago, Ill. 60601

Counselor Films, Inc., 1728 Cherry St., Philadelphia, Penn. 19103

Data Films, 2625 Temple Street, Los Angeles, Calif. 90025

Doubleday Multimedia, 1371 Reynolds Ave., Santa Ana, Calif 92705

Films Incorporated, 1144 Wilmette Avenue, Wilmette, Ill. 60091

Houghton-Mifflin, Pennington-Hopewell Road, Hopewell, N.J. 08525

McGraw-Hill Films, 330 West 42nd Street, New York, N.Y. 10036

Modern Talking Pictures Service, 2323 New Hyde Park Road,
New Hyde Park, N.Y. 11040

Olympic Film Service, 161 West 22nd Street, New York, N.Y. 10011

Oxford Films, Inc., 1136 N. Las Palmas Ave., Los Angeles,
Calif. 90038

Sandler Institutional Films, Inc., 1001 N. Poinsettia Place,
Hollywood, Calif. 90046

Visual Aids Service, University of Illinois, Division of University
Extension, Champaign, Ill. 61820
Catalog of educational films, 1969

Vocational Films, 111 Euclid Avenue, Park Ridge, Ill. 60068

Cassette Tapes

Career Education Association, New York, N.Y.

Demco Educational Corp., Box 1488, Madison, Wis. 53701

Educational Corporation of America, Troy, Mich.

ESP Inc., Jonesboro, Arizona

Macmillan Library Services, 2408 Brown Street, Riverside, N.J. 08075

Voices for Careers, New Jersey Occupational Resource Center,
Bldg. 871, R.M.C., Plainfield Avenue, Edison, N.J. 08817

Kits.

Occupational Exploration Kit. Science Research Associates, Ind., 259 East Erie Street, Chicago, Ill. 60611. 1972.

This kit contains 400 occupational briefs. It also has an exploration program that allows students to answer questions about their educational plans, word ability, math ability, and interests. Using overlay cards, numbers appear that match the answers and refer to some of the 400 briefs in the kit.

Occupational Microfile. Chronicle Guidance Publications, Inc., Moravia, N.Y. 13118. Updating Service.

A microfilm edition of the Chronicle Guidance Briefs. The information appears on micorfiche which are filed in a small metal box. When used with a microfiche reader-printer, students are able to produce their own career briefs.

Occupational Viewdeck. Chronicle Guidance Publications, Inc., Moravia, N.Y. 13118. 1972.

An exploration kit that solicits responses in the following areas: interest, temperament, educational plans, physical demand, etc. Using overlay cards for their answers, students receive names of suggested occupations to explore.

Careers, Inc., P.O. Box 135, Largo, Fla. 33540.

The following kits can be purchased separately or as a package. The prices include one year's subscription to the updating service. After the first year, there is a fee for updating.

Semi-Skilled Careers Kit. 150 career briefs and job guides.

Industrial Careers Kit. 150 career briefs and summaries.

Business Careers Kit. 120 career briefs and summaries.

Science and Engineering Careers Kit. 120 career briefs and summaries.

Health Careers Kit. 120 career briefs and summaries.

Professional Careers Kit. 550 career briefs and summaries.

View-Vital Information for Education and Work. Central Jersey Industry Education Council, 71 Main Street, Woodbridge, N.J. 07095

A set of aperture cards that describe 99 occupations that exist in central New Jersey. Some of the information would apply only to the job as it exists in this geographic region (Somerset and Middlesex Counties). Since the information is on microfiche, users must have access to a microfiche reader. The set is expanded every year.

APPENDIX C: STANDARD REFERENCES

Characteristics:

Cost: free at a library or media center; purchase usually fairly expensive

Kind of products: books, periodicals, newsletters, indexes

Mailing list: none

Availability: available by mail or sometimes in bookstores

How current: updated regularly at varying intervals

Distinctive features: responsive to the needs of the greatest number of people; a good investment for starting a resource room with a limited budget

Reference Books (with ordering information)

American junior colleges. (American Council on Education, 1785 Massachusetts Avenue, Washington, D.C. 20036.)

American trade schools directory. (Croner Publications, 211-03 Jamaica Ave., Queens Village, N.Y. 11428.)

American universities and colleges. (American Council on Education, 1785 Massachusetts Avenue, Washington, D.C. 20036.)

Barron's guide to the two-year college, vol. 1, and Occupational program selector, vol. 2. (Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, N.Y. 11797.)

Career index. (Chronicle Guidance Publications, Inc., Moravia, N.Y. 13118.)

Career opportunities for technicians and specialists. (J. G. Ferguson Publishing Company, 6 N. Michigan Ave., Chicago, Ill. 60602.)

The college blue book. (Christian E. Burckel, Box 311, Yonkers, N.Y. 10707. Four volumes.)

Comparative guide to American colleges; Comparative guide to two-year colleges and four-year specialized schools and programs; Comparative guide to engineering programs; and Comparative guide to junior and two-year community colleges. (Harper & Row, 49 East 33rd Street, New York, N.Y. 10016.)

Concise handbook of occupations. J. G. Ferguson Publishing Company, 6 N. Michigan Ave., Chicago, Ill. 60602.)

Dictionary of occupational titles, vol. 1; Occupational classification and industry index, vol. 2; Selected characteristics of occupations, supp. 1; Traits and physical strengths, supp. 2; and Training manual. (Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.)

Educators guide to free guidance materials. (Educators Progress Service, Randolph, Wis. 53956.)

Encyclopedia of careers and vocational guidance. (J. G. Ferguson, 6 N. Michigan Ave., Chicago, Ill. 60602.)

Job guide for young workers. (U.S. Government Printing Office, Washington, D.C. 20402.)

Lovejoy's career and vocational school guide. (Simon and Schuster, Inc., 630 Fifth Avenue, New York, N.Y. 10020.)

Lovejoy's college guide. (Simon and Schuster, 630 Fifth Avenue, New York, N.Y. 10020.)

National directory of schools and vocations. (State School Publications, North Springfield, Pa. 16430.)

NVGA bibliography of current career information. (Publications Sales, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.)

Occupational literature: An annotated bibliography. (H. W. Wilson Co., 950 University Avenue, Bronx, New York 10452.)

Occupational outlook handbook. (U.S. Government Printing Office, Washington, D.C. 20402.)

On the job. (J. G. Ferguson Publishing Company, 6 N. Michigan Ave., Chicago, Ill. 60602.)

Profiles of American colleges. (Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, N.Y. 11797.)

Periodicals and Indexes (with ordering information)

Career education news. (McGraw-Hill Institutional Publications, 230 West Monroe Street, Chicago, Ill. 60606.)

Career world. (Curriculum Innovations, Inc., 501 Lake Forest Avenue, Highwood, Ill. 60040.)

Career guidance index. (Careers, Largo, Fla. 33540.)

Chronicle 3 in 1 service. (Chronicle Guidance Publications, Inc., Moravia, N.Y. 13118.)

Counselor's information service. (B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036.)

Guidance exchange. (P.O. Box 1464, Grand Central Post Office, New York, N.Y. 10017.)

Inform. (National Career Information Center, APGA, 1607 New Hampshire Avenue, Washington, D.C. 20009.)

Occupational outlook report series. (U.S. Department of Labor, U.S. Government Printing Office, Washington, D.C. 20402.)

Occupational outlook quarterly. (Bureau of Labor Statistics, Washington, D.C. 20212.)

The personnel and guidance journal. (American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.)

SRA guidance service subscription plan. (Science Research Associates, 259 E. Erie St., Chicago, Ill. 60611.)

The vocational guidance quarterly. (National Vocational Guidance Association, a division of American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.)

APPENDIX D: LOCAL, STATE, NATIONAL AGENCIES

Characteristics:

Cost: free or minimal cost for most materials

Kind of products: often models and program descriptions

Mailing list: yes

Availability: information available from local, state, or national agency representatives

How current: interim and final reports, as well as examples of exemplary and/or demonstration projects, made available as they are carried out

Distinctive features: often provide resources related to particular geographic areas (state or region); may focus on special local concerns (such as rural youth or urban problems)

Excerpted From CORE COUNSELING COMPETENCIES - ED 128 757

CAREER INFORMATION

Federal Agencies. Almost all federal agencies publish information concerning occupations. Information about government publications of all kinds may be obtained by ordering the monthly catalog from the Supt. of Documents, U.S. Government Printing Office, Washington, D.C. This catalog lists all the materials published during the previous month. An alternate method of obtaining most information pertinent to counselors is to ask to be placed on the mailing list of the agencies which publish the bulk of federal occupational literature. These agencies include the National Institute of Education, as well as the Departments of:

- Agriculture
- Defense
- Health, Education and Welfare
- Interior
- Labor (source of the Dictionary of Occupation Titles and the Occupational Outlook Handbook)
- State
- Treasury
- Civil Service Commission
- National Science Foundation
- National Aeronautics and Space Administration
- Office of Economic Opportunity

State Agencies. The sources at the state level which would probably provide the greatest amount of information would be the Department of Public Instruction and the State Employment Service.

Local Agencies. Check local school district administration offices, regional program directors, county school districts, or vocational-technical education centers for useful information.

GLOSSARY

Data base - a system, often computerized, for information retrieval.

Descriptors - the name used to describe index terms in the ERIC Thesaurus

Dissemination system - includes diffusion networks, research coordinating units, and research and development exchanges. Makes information available to residents of a designated area.

ED number - a six-digit number with the prefix "ED," meaning ERIC Document, which is assigned to each resource in the ERIC system

ERIC - the acronym for Educational Resources Information Center. A network of 16 clearinghouses which collect, store, and disseminate educational information.

Resource - a source of information, human or nonhuman.

Resource attitudes - feelings which promote or inhibit your ability to acquire and use resources effectively.

Resource resourcefulness - willingness and ability to find and utilize appropriate resources to meet particular needs.

RIM - the acronym for Resource Implementation Model. A systematic way to select and implement resources.

Coordinator's Guide

Module 50

Becoming Resource Resourceful

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support from the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

March, 1979

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MODULE GOAL

This module is written for helping professionals in schools (K-12) and agency settings such as guidance counselors, student personnel workers, and agency personnel responsible for acquisition and maintenance of resources. It is also designed for students in preservice education who have had work experience in resource utilization. Students in preservice programs without previous experience should be involved in concurrent field placement or internship programs to make the learning experiences personally relevant.

It is assumed that the organization has made a tentative commitment to developing a new or revised program, and has designated the workshop participant as the coordinator responsible for collection and dissemination of resources. Preservice students will hypothetically assume this role.

The module focuses on helping participants develop skills in acquiring and using resources for initiating, developing, or improving programs in their work settings. This includes becoming familiar with an array of human and nonhuman resources, evaluating them, and developing an action plan for use of at least one resource.

MODULE OBJECTIVES

When you have completed this module, you will be able to use the Resource Implementation Model (RIM) to acquire and use resources in your setting. Specifically, you will be able to:

1. State three characteristics of each of four (or more) nonhuman resources. This will be demonstrated by successful completion of the Resource Comprehension Check on page 12.

2. Develop a strategy for a manual search of an educational data base, as shown by successful completion of the Data Base Comprehension Check. This will be demonstrated by correct scores on at least 7 items on the Data Base Comprehension Check on page 28.

3. Retrieve information effectively from human resources, as shown by receiving an acceptable role play rating on the Interviewer Rating Sheet. This will be demonstrated by scoring at least 9 "acceptable" or "very good" ratings on the Interviewer Rating Sheet on page 33.

4. Demonstrate your ability to apply appropriate criteria for evaluating resources by using at least six criteria from a specified master list. This will be demonstrated by successfully completing the Resource Evaluation Form either on page 38 or on page 46.

5. Develop a plan for using a resource in your setting, as shown by listing at least three activities in each of the three categories of the Resource Action Plan Guide on page 49.

6. Demonstrate increased confidence in your resource resourcefulness, as measured by a positive change in your scores on the Resource Attitudes Pre- and Postassessments. This will be demonstrated by an increase on at least two items between your score on the Resource Attitudes Pre-Inventory on page 8 and your score on the Post-Inventory on page 51.

MODULE OUTLINE

Approximate Time	Activity	Objectives
1 hour	Introduction. Explanation of structure and purpose of module. Activity to promote awareness of resource attitudes.	6
2 hours	Introducing the RIM. Activities and text on becoming familiar with an array of resources and practice in using a representative data base.	1, 2, 6
1 hour	Activities and text on using human resources.	3, 6
3/4 hour	Activities and text on evaluating and choosing resources.	4, 6
1 hour	Activities and text on developing an action plan, using first a simulated setting and then a real situation.	5, 6
1/4 hour	Concluding Resource Inventory and Wrap-up	6

II. NOTES FOR THE COORDINATOR

Your role is crucial to the success of the workshop. You are responsible for setting the tone at the very beginning, keeping things moving at an appropriate pace, sensing when participants are ready for a break, adapting materials or times to participants' needs, providing transition between activities, leading discussions, and answering questions that may arise about content or processes. The key to a successful workshop is preparation. You need to be totally familiar with the content, the materials, and the flow of the activities in the module. Your confidence and serenity will communicate to the participants and give then a sense of security--a feeling that you know what you're doing and they're in good hands.

The following are a few suggestions that may be of help to you as you plan for this workshop.

Before the Workshop:

1. Study the module thoroughly ahead of time. Be familiar with the participant materials and this Coordinator's Guide. You will need to give special attention to the demonstration role play in Section C. (This will mean choosing a partner and rehearsing the role play ahead of time.) It is strongly recommended that you participate in the module before you lead it with a group.

2. Well in advance of the workshop, notify participants that each one should bring with him/her one resource related to career development (see Sample Letter to Participants). To supplement these, assemble as many resources of your own as you can. If audio-visual materials must be viewed/heard, schedule their use in Part III, Step 2 (page 35)

BEFORE the workshop begins.

3. Make sure all needed materials are present for the workshop. This may include audio-visual equipment needed to display resources brought by participants. Having extra paper and pencils handy is a good idea. You may want to use a blackboard or newsprint to record group activities to share with the total group.

4. You will need to xerox multiple copies of the following pages:

Title	Page No.	No. of Copies per Participant
Resource Attitudes Inventory (Pre and Post)	8	2
Resource Comprehension Check	12	1
Data Base Comprehension Check	28	1
Interviewer Rating Sheet	33	1
Discussion Questions Following Role Plays (Optional)	34	1
Resource Evaluation Form	38	6
Resource Action Plan Guide	43	2
Customizing the Rim	44	1

You will collect the evaluation forms after each activity in the module.

5. Make sure that room arrangements are appropriate. The ideal place to present the workshop is in a media center or Learning Resources Center, where many resources are already available. Seating should be somewhat flexible, so participants can move easily from large-group to small-group activities.

6. Try to obtain at least one set of ERIC tools (Thesaurus and RIE). They will be useful in Section B (Using a Representative Data Base).

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7. Choose a co-facilitator. While it is possible for you to conduct the workshop alone, you will find it much easier if you enlist someone's help. Preferably, this should be a person who has participated in the module before.

At the Workshop:

1. Introduce yourself to participants, and them to each other. Briefly explain your background and the role you will play in the module.

2. Establish time limits (lunch, when the day ends) and the schedule for the day, and do your best to stick to them.

3. Follow the instructions in this Guide for each activity. Have participants put their names on each evaluation form. Collect all evaluation forms for later analysis of the participants' success.

Sample Letter to Participants

Dear Participant,

I'm glad that you will be participating in the workshop on Becoming Resource Resourceful, on ____________(date and time)____________ at ________(place)________.

The workshop activities are designed to familiarize you with a wide array of resources related to Career Development. To this end, we are requesting each of you to bring at least one such resource to the workshop. You might decide to choose a book, journal, curriculum guide, reference packet, poster, kit, film, tape, or anything else you have found interesting and worthy.

If you choose to bring any materials requiring audio-visual equipment, please contact me at ________(address and phone)________ before ______(date)______ so that we can make necessary arrangements to share them with other participants. It will also be very important for you to bring descriptive and purchasing information about your resource with you. With everyone bringing a different resource, we expect that all of you will leave the workshop with new ideas and materials that you can immediately put to use in your own work setting. We look forward very much to meeting you and working with you.

Sincerely,

(Workshop Coordinator)

III. INTRODUCTION AND RESOURCE ATTITUDES PREASSESSMENT

GOAL: To make participants aware of how attitudes influence resource use, and to help them become aware of their own and others' resource attitudes.

TEXT: (10 min.) Have participants read text up to Resource Attitudes Inventory (pages 1-7).

ACTIVITY: (10 min.) Give instructions for filling out Resource Attitudes Inventory (p. 8). Say, "For each item, circle an appropriate point on the scale, from 1 (strongly disagree) to 5 (strongly agree). Try to evaluate yourself as you are now. After finishing the module, you will have the opportunity to take the inventory again and compare your scores." Have participants complete the inventory.

Allow a minute for participants to look over their own inventories. Then say, "Don't worry if you scored yourself low in some areas. This module is based on the idea that as you acquire more knowledge and skills in using resources, your attitudes toward them will become increasingly positive." Collect the Inventories to record scores. Then go on to the next activity.

Say, "In the next exercise, you will have a chance to share one of your resource experiences with others."

ACTIVITY: (40 min.) Divide participants into small groups of six to eight. Have each person give his/her name and setting and briefly share a successful experience involving resource use that s/he has had in the past.

If there is time, each small group may select its most interesting experience to tell to the whole group. Or you may ask a few volunteers to do this.

IV. THE RESOURCE IMPLEMENTATION MODEL (RIM)

Step 1: Becoming Familiar With an Array of Resources

A. Increasing Knowledge of Nonhuman Resources

GOAL: To introduce participants to the concept that resources can be systematically acquired, evaluated, and implemented, and to make them familiar with some nonhuman resources. (Objective 1)

TEXT: (10 min.) Have participants read text on The RIM (page 9) and Becoming Familiar With an Array of Resources (pages 10 and 11).

ACTIVITY: (35 min.) Divide participants into groups of eight, and each eight into four dyads. Assign each dyad one of the four sections of information (Appendices A-D). Ask them to read it and become familiar with the contents. Have each dyad in turn report on its area to the group of eight. Encourage them to add new information or share their own experience concerning their assigned resources as they report. Reporting takes place in the groups of eight, not in the large group. When all dyads have reported, have participants turn to the Resource Comprehension Check (page 12). Ask them to read the text, and then complete the form individually. Have them exchange papers and check each other's answers. Characteristics need not be ones presented earlier, though in most cases they probably will be. Each lettered space should be accurately completed to fulfill Objective 1 successfully. Collect the activity sheets from participants.

BREAK: (15 min.) Relax!

B. Using a Representative Data Base

GOAL: To teach participants to conduct a manual search of a representative data base, the ERIC system. (Objective 2)

TEXT:
(5 min.) Have participants read pages 14 and 15, the first four paragraphs in this section, to themselves.

ACTIVITY:
(55 min.) Read aloud the text beginning on page 16. Have participants follow along. Work through this material as an oral demonstration, allowing time for participant interaction and questions. This means that YOU must know how to design a manual search strategy of the ERIC system. Try to avoid lecturing; maintain a discussive, conversational tone. After you have worked through the example, ask participants to read the Summary on page 27. Allow time for questions and discussion.

COMPREHENSION CHECK:
(10 min.) Have participants fill out the Data Base Comprehension Check on page 28. The answer page follows next in this Coordinator's Guide. Have participants exchange papers and evaluate each other's responses. Collect the activity sheets from participants.

LUNCH BREAK
(1 hour)

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Name________________________________

Data Base Comprehension Check

1. The first thing to do when using a data base is *state your search question*.

2. Computer searching and manual searching are similar in the following way: *they use the same search principles*

3. Indexing terms used in the ERIC system, called descriptors, are found in the *Thesaurus*.

4. You should use a minimum of *2* descriptors in searching the ERIC system.

5. Resources in Education (RIE) is published *12* time(s) a year.

6. A resume for each ERIC document is found in *RIE*.

7. To make them easy to locate, ERIC documents are filed by *ED number*.

8. A small piece of microfilm containing photographed printed pages is called a *microfiche*.

9. ERIC documents can be obtained in two forms: *microfiche* and *hard copy (printed on paper)*.

Number correct: _____/9

C. Using Human Resources

GOAL: To make participants aware of the many human resources available to them, and teach them to make the best use of those resources. (Objective 3)

TEXT: (30 min.) Have participants read text on Using Human Resources (pages 29-32). You and your co-facilitator (or a workshop participant) do a sample role play interview, incorporating both good and bad elements. Lead a brief discussion helping the group to analyze the interaction, focusing especially on the suggested guidelines.

Divide participants into dyads. One member of the dyad will interview the other in a role play. The interview*er* should think of a situation back home which could be facilitated through use of a human resource. He/she briefly explains this to the interviewee. The interview*ee* should select one of the five categories of human resources (outside experts, colleagues, students, community members, professional association members). He/she will role play the person selected.

After the first role play interview, the interview*ee* should evaluate his/her partner's performance using the Interviewer Rating Sheet. (Interviewer Rating Sheets should not be exchanged until after both interviews are completed.) Then have participants reverse the roles and repeat the process. Each member grades his/her own rating sheet by totalling the number of checks in each column. Have the dyads exchange Interviewer Rating Sheets and briefly discuss them. Collect the rating sheets. (Optional: Have the dyads form groups to discuss their experience using the discussion questions on page 34.)

Step 2. Evaluating and Choosing Resources

GOAL: To teach participants to evaluate and select resources systematically. (Objective 4)

TEXT: (15 min.) Have participants read text for this Step (pages 35-37). Discuss briefly the material participants brought with them, as well as other resources you have gathered. Emphasize the importance of the 15 criteria, suggesting that some of the criteria they may never have thought of.

ACTIVITY: (30 min.) Divide participants into groups of three. All participants should have with them the resource(s) they brought to the workshop. Each person briefly shares his/her resource. If audio-visual materials are used, you must schedule them within the time limits of the module. This may mean showing/hearing short excerpts or having the material briefly summarized. Then ask participants to work in threes to evaluate each of the three resources brought by triad members, using the Resource Evaluation Forms. Be sure that participants evaluate the resources in terms of the Midville vignette. Each triad will need three forms, one for each resource to be evaluated.

After the evaluation, each triad prioritizes the three items according to usefulness in the situation presented in the vignette. The one s/he has chosen as most useful is the one s/he will use in the simulated Action Plan activity later on. When the activity is completed, have participants exchange papers and discuss.

V. CUSTOMIZING THE RIM

GOAL: To help participants work through the whole RIM using real resources in their own settings. (Objective 5, and a second opportunity to fulfill Objective 4)

TEXT: (5 min.) Read the first two paragraphs of text aloud (page 44). Participants may follow if they wish.

ACTIVITY: (35 min.) Respond to any questions. Then have participants complete this section (through page 49), working individually. (Or you may want to have groups from the same setting work together. In this case they meet the objectives as a group instead of individually.)

Have them exchange Resource Evaluation Forms and Resource Action Plan Guides and discuss.

NOTE: YOU will evaluate the participants' efforts at a later time. Evaluation of this activity consists of two parts: (1) three Resource Evaluation Forms; and (2) one Resource Action Plan Guide. The Resource Evaluation Forms are evaluated the same way as before, by totalling the number of criteria from page 35 which were used. The Resource Action Plan Guide is evaluated by checking to see if at least three activities are listed in each of the three categories of the Action Plan.

VI. RESOURCE ATTITUDES POSTASSESSMENT

GOAL:	To compare resource attitudes held after experiencing the module activities with those held before doing so. (Objective 6)
TEXT: (3 min.)	Have participants read text on page 50.
ACTIVITY: (7 min.)	Have participants fill out the inventory just the way they did at the beginning. Distribute the original Inventories and have them compare this Inventory with the first one. Give them a chance to discuss their ratings with each other. Collect both pre- and postassessments.

VII. WRAP-UP

GOAL: Describe References, answer any final questions which the participants have, and conclude the day's activities.

ACTIVITY: (5 min.) Describe References* to participants. Discuss briefly any questions which participants have about the Module or the materials. Thank them for coming and express the hope that they feel more resource resourceful as a result of the day's experiences.

*Note: The Appendices are used earlier in the section on Nonhuman Resources. They need not be discussed again.

SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: ____________________

WORKSHOP DATES: ____________________

WORKSHOP COORDINATOR(S): ____________________

____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✓) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

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NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) ______________________ Date __________

Module Title ______________________________

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A	Column B	Column C	Column D	Column E
	I strongly agree	I agree	I disagree	I strongly disagree	I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
[illegible]. The material and activities were applicable to my needs.					
[illegible]. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell

2. Program Development Model
   Charles Dayton and H. B. Gelatt

3. Assessing Desired Outcomes
   Charles Dayton

4. Assessing Current Status
   Phyllis DuBois

5. Establishing Program Goals
   Charles Dayton

6. Specifying Student Performance Objectives
   Laurie Harrison

7. Selecting Alternative Program Strategies
   H. B. Gelatt

8. Specifying Process Objectives
   Barbara Pletcher

9. Developing Program Staff
   Barbara Pletcher

10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung

11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman

12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk

16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels